

CALIFORNIA PYS 2020-2023

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## I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

### A. WIOA STATE PLAN TYPE

This is a unified plan

## II. STRATEGIC ELEMENTS

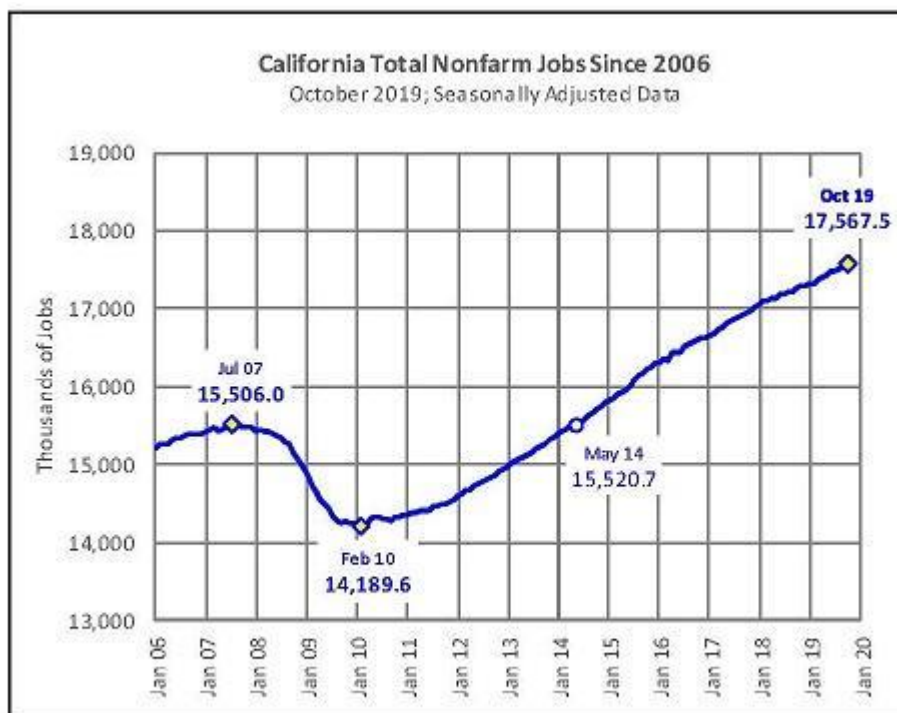
### A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

#### 1. ECONOMIC AND WORKFORCE ANALYSIS

- With a real Gross Domestic Product of over \$2.7 trillion in the first quarter of 2019, a labor market with 19.4 million participants, and a nonfarm economy with nearly 17.6 million jobs in October 2019, California has the largest economy of any state in the nation.
- California has experienced nearly a decade of near continuous job growth, which has driven its unemployment rate to a record low level and the number of unemployed Californians to a thirty-year low. However, there is a good possibility California's employment expansion will end sometime during the life of this State Plan.
- California's labor market continues to experience a demographic transformation as the predominantly White and native-born baby boomer generation has aged and begun retiring from the labor force in large numbers, leaving the more racially and ethnically diverse millennial generation to take their place.
- California total nonfarm employment finally bottomed out in February 2010, marking the end of the Great Recession and the beginning of the state's current employment expansion.[1] California has experienced nearly continuous job growth since, losing jobs just seven times over the 116-month period from February 2010 through October 2019, and just three times over the 100-month period from June 2011 through October 2019. With a duration of 116 months and counting, California's ongoing employment expansion is the state's longest of the post-World War II era.
- California gained a total of 3,377,900 nonfarm jobs from February 2010 through October 2019, an increase of 23.6 percent. Nonfarm employment grew at an annualized pace of 2.5 percent per year over the entire period.
- In May 2014, California recovered the 1,316,400 nonfarm jobs it lost during the Great Recession from July 2007 through February 2010 and job growth continued thereafter. By October 2019, the state had 2,061,500, or 13.1 percent, more nonfarm jobs than it had at the start of the recession in July 2007.

[1] Whereas U.S. economic business cycles are officially arbitrated and dated by the National Bureau of Economic Research (NBER) based on a basket of economic indicators, no such dating of business cycles occurs at the state level. This document uses peaks and troughs in total nonfarm employment to identify California recessions and employment expansions.

#### Figure 1



**Source:** Employment Development Department

- California's job gains during the expansion were broad-based across the economy, with 10 of the 11 major industry sectors adding jobs over the February 2010-October 2019 period. The largest job gains were in educational and health services (723,400), followed by professional and business services (698,200). Three additional industry sectors added more than 300,000 jobs over the period: leisure and hospitality (554,400); trade, transportation, and utilities (468,000); and construction (334,500). Two more added more than 100,000 jobs: government (192,200) and information (128,400). Manufacturing (97,300), other services (91,600), and financial activities (90,600) were the remaining industry sectors that added jobs over the course of the expansion. Mining and logging (-700), the state's smallest industry sector with just 22,900 jobs in October 2019, was the only California industry sector that lost jobs over the February 2010-October 2019 period.
- Five California industry sectors grew faster than the overall economy's 23.8 percent pace from February 2010 through October 2019: construction (58.8 percent), leisure and hospitality (37.4 percent), educational and health services (34.2 percent), professional and business services (34.0 percent) and information (30.0 percent). As a group, these five industry sectors encompassed a range of skill and pay levels, with the information and professional and business services sectors having a comparatively large share of high-skill jobs and high pay levels, educational and health services and construction having middle-skill jobs and pay levels, and leisure and hospitality having comparatively low-skill and low pay levels.
- Six of California's 11 major industry sectors added jobs at a slower pace than the overall economy from February 2010 through October 2019. Whereas other services (19.0 percent) and trade, transportation, and utilities (18.0 percent) added jobs at a pace within 6 percentage points of the overall economy's 23.8 percent gain, job growth in

financial activities (11.9 percent), government (7.9 percent), manufacturing (7.8 percent), and mining and logging (-3.0 percent) lagged well below that of the overall economy.

**Table 1**

	February 2010	October 2018	October 2019	Expansion Feb. 2010-Oct. 2019		Year-Over Oct. 2018-Oct. 2019	
				Change in Number	Change in Percent	Change in Number	Change in Percent
<b>Total Nonfarm Jobs</b>	14,189.6	17,259.5	17,567.5	3,377.9	23.8%	308.0	1.8%
Mining and Logging	23.6	22.9	22.9	-0.7	-3.0%	0.0	0.0%
Construction	568.6	868.7	903.1	334.5	58.8%	34.4	4.0%
Manufacturing	1,246.2	1,331.9	1,343.5	97.3	7.8%	11.6	0.9%
Trade, Transportation, and Utilities	2,594.6	3,055.5	3,062.6	468.0	18.0%	7.1	0.2%
Information	427.9	555.1	556.3	128.4	30.0%	1.2	0.2%
Financial Activities	758.7	835.8	849.3	90.6	11.9%	13.5	1.6%
Professional and Business Services	2,054.7	2,690.3	2,752.9	698.2	34.0%	62.6	2.3%
Educational and Health Services	2,112.8	2,745.4	2,836.2	723.4	34.2%	90.8	3.3%
Leisure and Hospitality	1,482.0	1,987.6	2,036.4	554.4	37.4%	48.8	2.5%
Other Services	481.5	571.8	573.1	91.6	19.0%	1.3	0.2%
Government	2,439.0	2,594.5	2,631.2	192.2	7.9%	36.7	1.4%

Source: Employment Development Department, Current Employment Statistics

In support of the Workforce Innovation and Opportunity Act (WIOA), California is divided into 14 Regional Planning Units (RPUs), or regions, for the purposes of regional economic analysis.[1]

- California's regions vary greatly in size. The Los Angeles Basin Region, the state's largest, totaled 4.6 million nonfarm jobs in October 2019. Seven additional regions—Bay-Peninsula, Orange, Southern Border, Inland Empire, San Joaquin Valley, East Bay, and Capital—had more than one million jobs. In contrast, Ventura and North State Regions had fewer than 315,000 jobs and Humboldt and Middle Sierra Regions had less than 55,000 nonfarm jobs in October 2019.
- Because regional job totals are not seasonally adjusted, comparing like months of the calendar year is the only way to filter regular and recurring seasonal patterns of employment from the data. Comparing October 2009 job totals to October 2019 totals best captures job gains over the course of the expansion.
- California experienced broad-based regional nonfarm job growth over the course of its employment expansion, with each of the state's 14 regions adding jobs over the October 2009-October 2019 period. Not surprisingly, the largest job gains were in the state's largest regions. Los Angeles Basin Region (665,000) added the most jobs among regions over the 10-year period. Bay-Peninsula region, despite being only about half the size of Los Angeles Basin Region, was a close second, adding 633,000 jobs.
- Bay-Peninsula Region (36.6 percent) had the fastest job growth rate among California regions over the course of the expansion, followed by Inland Empire Region (34.2 percent). These were the only California regions that exceeded the overall economy's not seasonally adjusted 23.0 percent job increase from October 2009 through October 2019. However, seven additional regions, all among the state's largest, had job increases

of more than 19 percent: East Bay (22.7 percent), Southern Border (22.6 percent), Orange (22.4 percent), San Joaquin Valley (21.7 percent), Capital (20.9 percent), North Bay (19.8 percent), and Coastal (19.2 percent).

[1] Additional RPU information can be found here: <https://www.labormarketinfo>

**Table 2**

<b>Change in Total Nonfarm Jobs in California Regional Planning Units (Regions)</b> <b>Over the Course of the Expansion and the Last Year</b> (October 2019; Not Seasonally Adjusted Data; Thousands of Jobs)							
	October 2009	October 2018	October 2019	Expansion Oct. 2009-Oct. 2019		Year-Over Oct. 2018-Oct. 2019	
				Change in Number	Change in Percent	Change in Number	Change in Percent
California (Not Seasonally Adjusted)	14,352.3	17,344.3	17,652.6	3,300.3	23.0%	308.3	1.8%
<b>LARGEST REGIONS</b>							
Los Angeles Basin	3,950.3	4,553.6	4,615.3	665.0	16.8%	61.7	1.4%
Bay-Peninsula	1,729.3	2,290.8	2,362.3	633.0	36.6%	71.5	3.1%
Orange	1,375.1	1,663.8	1,682.8	307.7	22.4%	19.0	1.1%
Southern Border	1,287.1	1,547.5	1,578.2	291.1	22.6%	30.7	2.0%
Inland Empire	1,155.3	1,518.8	1,550.7	395.4	34.2%	31.9	2.1%
San Joaquin Valley	1,128.5	1,345.2	1,373.7	245.2	21.7%	28.4	2.1%
East Bay	987.3	1,186.1	1,211.5	224.2	22.7%	25.4	2.1%
Capital	897.5	1,069.1	1,085.3	187.8	20.9%	16.2	1.5%
North Bay	502.3	594.4	601.8	99.6	19.8%	7.5	1.3%
Coastal	475.6	555.6	566.9	91.3	19.2%	11.3	2.0%
<b>SMALLEST REGIONS</b>							
Ventura	275.4	310.3	313.3	37.9	13.8%	3.0	1.0%
North State	219.0	246.5	249.4	30.4	13.9%	2.9	1.2%
Humboldt	47.5	51.8	52.7	5.2	10.9%	0.9	1.7%
Middle Sierra	41.0	45.5	46.8	5.8	14.1%	1.3	2.9%

Source: Employment Development Department, Current Employment Statistics

- Nonfarm job growth over the October 2009-October 2019 period was slower than the overall economy's not seasonally adjusted 23.0 percent increase in five California regions—the state's largest and its four smallest: Los Angeles Basin (16.8 percent), Middle Sierra (14.1 percent), North State (13.9 percent), Ventura (13.8 percent), and Humboldt (10.9 percent).
- A synopsis of the industries sectors that added the most jobs and grew at the fastest pace over the course of the October 2009-October 2019 expansion follows for each region.
- In Bay-Peninsula Region, professional and business services (204,700) added more jobs than any other sector, with over three-quarters (76.8 percent) of this gain coming from the high-skill and high-paying professional, scientific, and technical services subsector. The next largest job gains were in information (113,200), educational and health services (85,100), and leisure and hospitality (67,800). Information (140.6 percent) was the fastest growing sector, more than doubling in size, followed by professional and business services (59.4 percent), and construction (53.5 percent). These were the only industry sectors that grew at a faster pace than the overall regional economy's 36.6 percent increase, but leisure and hospitality (36.4 percent) and educational and health services (35.3 percent) came close. Both the information and professional and business

services have a large high-technology orientation, underscoring the key role that the high technology sector played in driving the regional and California employment expansion.

- In Inland Empire Region, trade, transportation, and utilities (119,900) added the most jobs of any industry sector over the course of the expansion, followed by educational and health services (93,800), leisure and hospitality (52,900), construction (39,000), professional and business services (35,400), and government (30,900). The transportation, warehousing, and utilities subsector accounted for over three-fifths (63.0 percent) of the 10-year job gain in trade, transportation, and utilities. The industry sectors that grew at a faster pace than the overall regional economy's 34.2 percent increase over 10 years were: construction (60.4 percent); educational and health services (57.1 percent); trade, transportation, and utilities (44.7 percent); and leisure and hospitality (44.5 percent). The region's strong job growth in trade, transportation, and utilities underscores the important role it plays in southern California's international trade logistics industry.
- In East Bay Region, five industry sectors added more than 25,000 jobs from October 2009 through October 2019: professional and business services (44,700); educational and health services (43,400); leisure and hospitality (34,700); trade, transportation, and utilities (32,300); and construction (28,700). Construction (54.7 percent), leisure and hospitality (40.8 percent), professional and business services (28.5 percent), educational and health services (27.2 percent), and manufacturing (23.7 percent) grew at a faster pace than the overall regional economy's 22.7 percent increase over the 10-year period.
- Southern Border Region's job gains over the course of the expansion were well-distributed across several industry sectors. Seven industry sectors gained more than 20,000 jobs over the 10 years, including: professional and business services (57,600); educational and health services (55,300); leisure and hospitality (51,600); government (32,400); construction (31,500); trade, transportation, and utilities (25,300); and manufacturing (22,100). Seven industry sectors grew at a faster pace than the overall regional economy's 22.6 percent increase. They were: construction (52.9 percent), leisure and hospitality (33.4 percent), mining and logging (33.3 percent), educational and health services (32.1 percent), professional and business services (28.3 percent), other services (23.6 percent), and manufacturing (22.8 percent).
- In Orange Region, the same four industry sectors that gained the most jobs over the course of the expansion were the same sectors that grew at a faster rate than the overall regional economy's 22.4 percent increase: professional and business services (80,200 jobs; 32.8 percent), educational and health services (62,600 jobs; 37.6 percent), leisure and hospitality (61,700 jobs; 36.4 percent), and construction (40,400 jobs; 56.1 percent).
- In San Joaquin Valley Region, five industry sectors added more than 20,000 jobs from October 2009 through October 2019 period, including: trade, transportation, and utilities (60,300); educational and health services (58,100); government (37,700); leisure and hospitality (33,200); and construction (26,400). Four industry sectors exceeded the overall regional nonfarm economy's 21.7 percent job gain: construction (54.5 percent); leisure and hospitality (33.1 percent); educational and health services (32.9 percent); and trade, transportation, and utilities (26.8 percent).

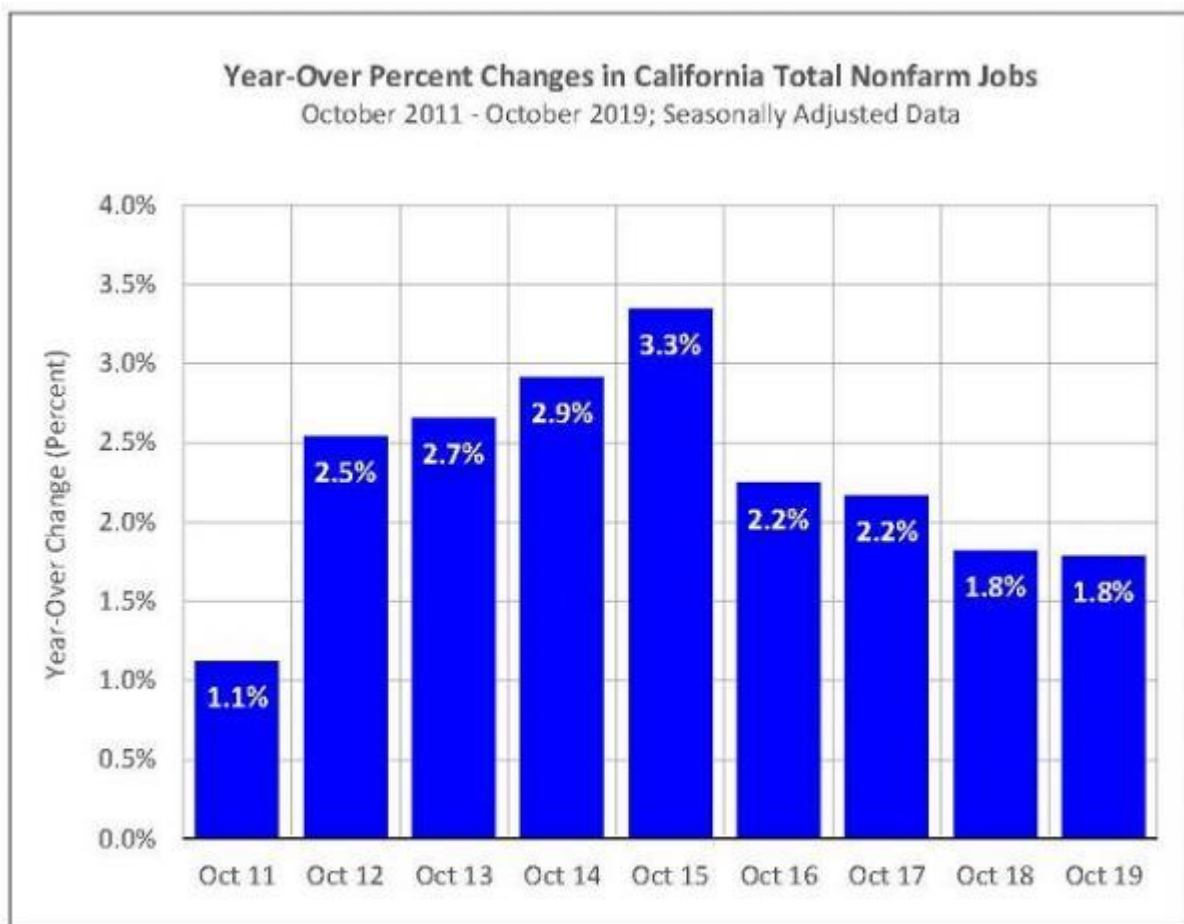
- In Capital Region, five industry sectors added over 25,000 jobs over the 10-year period ending in October 2019. The largest gain was in educational and health services (47,900), followed by professional and business services (39,000); trade, transportation, and utilities (31,100); construction (28,800); and leisure and hospitality (28,800). Five industry sectors grew at a faster pace than the overall regional economy's 20.9 percent increase: construction (63.6 percent); professional and business services (37.6 percent); educational and health services (36.5 percent); leisure and hospitality (34.5 percent); and trade, transportation, and utilities (21.6 percent).
- In North Bay Region, five industry sectors added more than 13,000 jobs over the course of the expansion. The largest increase was in educational and health services (26,500), followed by construction (17,500); leisure and hospitality (17,500); manufacturing (13,800); and trade, transportation, and utilities (13,100). Five industry sectors added jobs at a faster rate than the overall regional economy's 19.8 percent increase: construction (65.8 percent), mining and logging (38.3 percent), educational and health services (32.7 percent), manufacturing (29.3 percent), and leisure and hospitality (29.2 percent).
- In Coastal Region, four industry sectors added more than 10,000 jobs from October 2009 through October 2019. The largest gain was in leisure and hospitality (21,600), followed by educational and health services (18,200), professional and business services (13,200), and government (11,200). Six industry sectors exceeded the overall regional nonfarm economy's 19.2 percent job increase over 10 years: construction (47.0 percent), leisure and hospitality (31.7 percent), professional and business services (27.1 percent), educational and health services (26.5 percent), manufacturing (23.2 percent), and other services (21.6 percent).
- In Los Angeles Basin Region, four industry sectors added more than 100,000 jobs over the course of the expansion. Educational and health services (182,100) added the most jobs of any sector, followed by leisure and hospitality (165,100); professional and business services (125,100); and trade, transportation, and utilities (116,000). Five industry sectors added jobs at a faster rate than the overall regional nonfarm economy's 16.8 percent increase: construction (44.7 percent), leisure and hospitality (42.9 percent), educational and health services (26.6 percent), professional and business services (24.3 percent), and other services (18.3 percent). Los Angeles Basin's overall job growth during the expansion was dampened by a 39,600-job, or 10.3 percent, loss of manufacturing jobs.
- In Middle Sierra Region, five industry sectors added over 600 jobs from October 2009 to October 2019. Educational and health services (1,050) and trade, transportation, and utilities (1,050) added the most jobs of any sector, followed by construction (960), leisure and hospitality (880), other services (730), and government (620). Seven industry sectors added jobs at a faster rate than the overall regional nonfarm economy's 14.1 percent increase over 10 years: other services (75.3 percent); construction (57.1 percent); professional and business services (25.9 percent); educational and health services (19.5 percent); trade, transportation, and utilities (18.3 percent); manufacturing (15.8 percent); and leisure and hospitality (14.2 percent).
- In North State Region, five industry sectors added 3,500 jobs over the course of the expansion, including: educational and health services (10,230); construction (5,050); professional and business services (4,230); leisure and hospitality (4,120); and trade, transportation, and utilities (3,570). The five industry sectors that added jobs at a faster



rate than the overall regional economy's 13.9 percent rate over 10 years were: construction (53.7 percent), professional and business services (28.9 percent), other services (28.6 percent), educational and health services (24.9 percent), and leisure and hospitality (18.2 percent).

- In Ventura Region, five industry sectors added more than 4,000 jobs over the October 2009-October 2019 period. The largest gain by far was in educational and health services (13,500), followed by leisure and hospitality (8,500); trade, transportation, and utilities (6,500); construction (5,400); and government (5,000). Three industry sectors added jobs at a faster pace than the overall regional economy's 13.8 percent increase: construction (43.5 percent), educational and health services (37.9 percent), and leisure and hospitality (28.4 percent). In contrast, financial activities lost 3,300 jobs, which was a 16.3 percent decrease.
- In Humboldt region, five industry sectors added 500 jobs or more from October 2009 through October 2019. The largest job gain was in educational and health services (1,700), followed by government (1,200), leisure and hospitality (800), professional and business services (700), and construction (500). Five industry sectors added jobs at a faster rate than the overall regional economy's 10.9 percent rate over 10 years: construction (26.3 percent), mining and logging (25.0 percent), professional and business services (24.1 percent), educational and health services (22.1 percent), and leisure and hospitality (15.7 percent).
- California's employment expansion showed few, if any, signs of ending as of October 2019. The state added 308,000 nonfarm jobs over the year ending in October 2019, which was an increase of 1.8 percent. This pace of job growth was below the 2.5 percent per year average for the entire 116-month (February 2010-October 2019) employment expansion. However, it was virtually identical to October 2018's 308,200-job gain, or 1.8 percent, year-over job gain.

**Figure 2**



**Source:** Employment Development Department

- California's job growth over the year ending in October 2019 continued to be broad-based across industry sectors, with 10 of the 11 major industry sectors adding jobs and one (mining and logging) showing no change in employment.
- Educational and health services (90,800) had the largest year-over job gain of any sector, followed by professional and business services (62,600), and leisure and hospitality (48,800). Government (36,700) and construction (34,400) added more than 30,000 jobs over the year in October 2019, and financial activities (13,500) and manufacturing added more than 10,000 jobs. Trade, transportation, and utilities (7,100); other services (1,300); and information (1,200) were the remaining California industry sectors that had small year-over gains in October 2019. In contrast, other services (600) had a small year-over job loss.
- Year-over job gains in trade, transportation, and utilities, the state's largest industry sector, slowed from 49,000 jobs in October 2016 to 42,900 in October 2017, to 26,100 jobs in October 2018, to just 7,100 jobs in October 2019. This was largely attributable to weakness in retail trade, which had a year-over job gain of 12,200 jobs in October 2016, a year-over gain of just 1,800 jobs in October 2017, and year-over job losses of 4,100 and 5,500 jobs in October 2018 and October 2019, respectively. Rather than signaling a slowdown in consumer spending, the year-over job losses in retail over the last two years appear to be the result of structural change within industry--namely the expansion of e-commerce and online shopping to the detriment of traditional brick and mortar stores.

- California's year-over nonfarm job growth over the year ending in October 2019 continued to be broad-based across regions of the state, with every one of California's 14 regions gaining jobs over the period (See Table 2). The largest year-over nonfarm job gain was in Bay-Peninsula Region (71,500), followed by Los Angeles Basin (61,700). Four additional regions had year-over gains of more than 25,000 jobs: Inland Empire (31,900), Southern Border (30,700), San Joaquin Valley (28,400), and East Bay (25,400). Orange (19,000), Capital (16,200), Coastal (11,300), North Bay (7,500), Ventura (3,000), North State (2,900), Middle Sierra (1,300), and Humboldt (900) also had year-over job gains.
- Bay-Peninsula Region's (3.1 percent) had the fastest year-over nonfarm job growth rate among California regions, followed by Middle Sierra (2.9 percent). Five additional regions had year-over gains of 2.0 percent or more: Inland Empire (2.1 percent), East Bay (2.1 percent), San Joaquin Valley (2.1 percent), Coastal (2.0 percent), and Southern Border (2.0 percent). Year-over gains in California's remaining seven regions ranged from a high of 1.7 percent in Humboldt to a low of 1.0 percent in Ventura.
- A synopsis of year-over regional industry nonfarm job growth patterns from October 2018 to October 2019 follows.
- Eight of Bay-Peninsula Region's 11 major industry sectors added jobs over the year in October 2019, two had small year-over job losses, and one (mining and logging) had no year-over change in employment. The largest year-over job gains were in professional and business services (18,100). Information, educational and health services, government, and leisure and hospitality each had year-over gains of over 8,000 jobs. Information, financial activities, government, professional and business services, leisure and hospitality, and educational and health services grew at a faster rate than the overall regional economy's 3.1 percent pace of year-over job growth. Other services and trade, transportation, and utilities had small year-over job losses.
- Six of Middle Sierra Region's 11 major industry sectors added jobs over the year in October 2019, two had no change in employment, and three had small job losses. The largest year-over job gain was in government (530). Leisure and hospitality; construction; trade, transportation, and utilities; and other services each added over 100 jobs. Other services, construction, government, and leisure and hospitality added jobs at a faster pace than the 2.9 percent rate of the overall regional economy. Manufacturing, financial activities, and educational and health services had very small year-over job losses.
- Seven of Inland Empire Region's 11 major industry sectors had year-over job gains in October 2019, three lost jobs, and one (mining and logging) had no change in employment. The largest year-over job gain was in educational and health services (14,200). Government; trade, transportation, and utilities; leisure and hospitality; and professional and business services each gained 3,800 jobs or more. Educational and health services, financial activities, government, professional and business services, and leisure and hospitality added jobs at a faster pace than the 2.1 year-over pace of the overall regional economy. The largest year-over job loss was in construction, followed by other services and manufacturing.

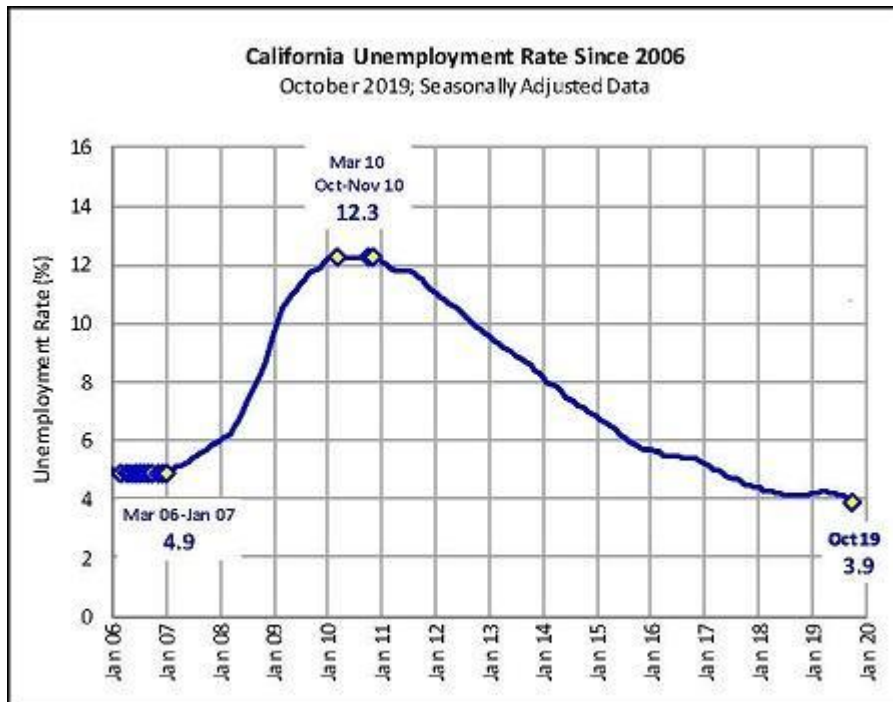
- Seven of East Bay Region's 11 major industry sectors had year-over gains in October 2019, three had year-over job losses, and one (mining and logging) had no change in employment. The largest year-over job gain was in professional and business services (7,900), followed by educational and health services (6,700). Construction; leisure and hospitality; and trade, transportation, and utilities each gained more than 4,000 jobs over the year. Construction, professional and business services, leisure and hospitality, and educational and health services grew at a faster rate than the overall regional economy's 2.1 percent year-over pace. Other services, manufacturing, and information were the industry sectors that had small year-over job losses of 2,200 jobs or less.
- Nine of San Joaquin Valley Region's 11 major nonfarm industry sectors had year-over job gains in October 2019, one (trade, transportation, and utilities) had no change in employment, and one (information) had a small year-over job loss. Government (11,500) had the largest year-over job gain of any sector, followed by educational and health services (9,600). Construction and leisure and hospitality were the only other industry sectors that added more than 2,400 jobs over the year. Educational and health services, construction, and government had a faster pace of year-over job growth than the overall regional economy's 2.1 percent pace.
- Eight of Southern Border Region's 11 major industry sectors had year-over job gains in October 2019 and three had small year-over job losses. Government (8,400) had the largest year-over job gain, followed by professional and business services (7,000), educational and health services (6,000), construction (5,400), and manufacturing (4,200). These same five industry sectors, mining and logging, and other services grew at a stronger year-over pace than the overall regional economy's 2.0 percent pace. However, trade, transportation, and utilities lost 1,900 jobs over the year and financial activities and information had small year-over job losses.
- Eight of Coastal Region's 11 major industry sectors had year-over job gains in October 2019, two had small job losses, and one (mining and logging) had no change in employment. Professional and business services (2,700) and educational and health services (2,700) had the largest year-over job gains among sectors, followed by government (2,500), leisure and hospitality (1,400), and manufacturing (1,000). These same five industries and financial activities added jobs at a faster year-over pace than the overall regional economy's 2.0 percent pace. Trade, transportation, and utilities; and information each had year-over job losses of 500 jobs or less.
- Six of Humboldt Region's 11 major industry sectors gained jobs over the year in October 2019 and five had no change in employment. Government (500) had the largest year-over job gain of any sector, followed professional and business services (200) and construction (200). These three industry sectors and manufacturing had a faster pace of year-over job growth than the overall regional economy's 1.7 percent pace of job growth.
- Seven of Capital Region's 11 major industry sectors added jobs over the year ending in October 2019, three lost jobs, and one (mining and logging) had no change in employment. The largest job gain was in educational and health services (7,300), followed by construction (4,800), and trade, transportation, and utilities (2,100). These were the only sectors that gained more than 2,000 jobs over the year. Four industry sectors—construction, manufacturing, educational and health services, and financial activities—added jobs at a faster year-over pace than the 1.8 percent rate of the overall

regional economy. However, government lost 2,500 jobs over the year, and information and other services had small year-over losses of 600 jobs or less.

- Nine of Los Angeles Basin Region's 11 major industry sectors gained jobs over the year ending in October 2019, one lost jobs, and one (mining and logging) had no change in employment. Educational and health services (34,600) had the largest year-over job gain of any sector, followed by leisure and hospitality (12,100), construction (9,700), professional and business services (7,900), and manufacturing (4,200). Construction, educational and health services, and leisure and hospitality grew at a faster year-over pace than the 1.4 percent rate of the overall regional economy. However, information had a year-over loss of 11,500 jobs, which dampened the region's overall job growth.
- Six of North Bay Region's 11 major industry sectors had year-over job gains in October 2019, four had year-over losses, and one (information) had no change in employment. The largest year-over job gain was in educational and health services (3,100), followed by manufacturing (2,000), construction (1,800), and leisure and hospitality (1,200). These same industries added jobs at a faster year-over rate than the 1.3 percent pace of the overall regional economy. Government; professional and business services; trade, transportation, and utilities; and other services had year-over job losses, none of which exceeded 300 jobs.
- Seven of North State Region's 11 major industry sectors had year-over job gains in October 2019, two lost jobs, and one (trade, transportation, and utilities) had no change in employment. Educational and health services (1,190) had the largest year-over job gain, followed by construction (640), professional and business services (580), and leisure and hospitality (250). These were the only sectors that had year-over gains of more than 180 jobs. Mining and logging, construction, professional and business services, educational and health services, other services, and financial activities were the industry sectors that grew at a faster year-over pace than the 1.2 percent rate of the overall regional economy. In contrast, manufacturing (120) and information (20) had small year-over job losses.
- Seven of Orange Region's 11 major industry sectors had year-over job gains in October 2019, three had small job losses, and one (mining and logging) had no change in employment. Leisure and hospitality (7,700) had the largest year-over job gain among sectors, followed by construction (4,100), professional and business services (3,700), and financial activities (3,100). No other major industry sector gained more than 900 jobs. Construction, leisure and hospitality, financial activities, and professional and business services grew at a faster pace than the overall regional economy's 1.1 percent rate of year-over growth.
- Six of Ventura Region's 11 major industry sectors gained jobs over the year in October 2019, four had small year-over losses, and one (mining and logging) had no change in employment. The largest job gain was in educational and health services (1,400), followed by leisure and hospitality (900), manufacturing (600), construction (600), and financial activities (400). These same industry sectors grew at a faster year-over pace than the 1.0 percent rate of the overall regional economy. Other services and trade, transportation, and utilities had no change in employment. Professional and business services; information; trade, transportation, and utilities; and other services each had year-over job losses, none of which exceeded 600 jobs.

- According to the U.S. Bureau of Economic Analysis, California's real Gross Domestic Product (GDP), as measured in chained 2012 dollars, totaled nearly \$2.8 trillion dollars in the second quarter of 2019. California had by far the largest economy of any state in the country. Texas's nearly \$1.8 trillion GDP ranked a distant second among states. California alone accounted for nearly one-seventh (14.6 percent) of the U.S. GDP, which totaled \$19 trillion in the second quarter of 2019.
- Financial activities contributed the most to California's GDP in the second quarter of 2019, with a 20.1 percent share of total GDP. The real estate and rental and leasing subsector alone accounted for 16.0 percent of total GDP. The professional and business services share of total GDP was 14.2 percent, with the professional, scientific, and technical services subsector on its own contributing a 9.6 percent share to total GDP. Trade, transportation, and utilities; information; manufacturing; and government were the remaining major industry sectors that accounted for more than 10 percent of California's total GDP in the second quarter of 2019.
- From an annual perspective, California's real GDP grew by \$620 billion, or 30.1 percent, from 2010 through 2018. This translates to an increase of \$77 billion, or 3.8 percent, per year. California's economy pretty much sustained this rate of growth in 2017 and 2018, growing by 3.6 and 3.5 percent, respectively. California's real GDP grew by an additional \$81 billion in the first half of 2019, which translates to an annualized pace of growth of 6.0 percent.
- Information was the leading contributor to the state's overall GDP increase from 2010 through 2018, growing by \$177.6 billion over the period. Professional and business services increased by \$107.8 billion, with two-thirds of this increase coming from the professional, scientific, and technical services subsector. Financial activities increased by \$96.5 billion, with virtually all of the increase coming from the real estate and rental and leasing subsector. Durable goods manufacturing (\$64.9 billion) and health care and social assistance (\$42.0 billion) were the next largest contributors to the eight-year growth in California's total GDP.
- In percentage terms, information (120.9 percent) had the largest increase over the 2010 through 2018 period, followed by management of companies and enterprises (70.8 percent); durable goods manufacturing (50.2 percent); and professional, scientific, and technical services (41.2 percent). Transportation and warehousing (34.9 percent), health care and social assistance (32.7 percent), and construction (32.7 percent) were the other industry sectors or subsectors that grew at a faster pace than overall GDP's 30.1 percent increase from 2010 through 2018.
- California's unemployment rate rose from a low of 4.9 percent in March 2006 through January 2007 to a peak of 12.3 percent in March 2010 and again in October and November 2010 during the Great Recession. This was a record high unemployment rate for the state in a data series extending back to the beginning of 1976. However, the unemployment rate improved steadily over the course of the employment expansion to a record low of 3.9 percent in October 2019.

**Figure 3**



**Source:** Employment Development Department

- California's unemployment rate equaled its pre-recession low of 4.9 percent in May 2017, and two months later in July 2017, tied what had been the record low unemployment rate of 4.7 percent that was established in December 2000. California's unemployment rate fell ever deeper into record low territory thereafter.
- The number of unemployed Californians shot up from a low of 860,000 persons in September and October 2006 to 2,254,000 in October 2010 during the Great Recession. This was an increase of nearly 1.4 million persons. However, civilian unemployment fell steadily over the nine years from October 2010 through October 2019. California civilian unemployment equaled its pre-recession low of 860,000 persons in November 2017 and fell by an additional 95,000 persons to 765,000 persons through October 2019. Fewer Californians were unemployed in October 2019 than in any month since November 1989, a period that was just one month shy of 30 years.
- All regions of the state experienced substantial decreases in their not seasonally adjusted unemployment rates over the course of California's long employment expansion. The unemployment rate fell by 10.0 percentage points or more in the Middle Sierra and Inland Empire Regions from October 2010 through October 2019. The unemployment rate fell by 6.9 percentage points in both the Coastal and Humboldt Regions, which had the smallest nine-year unemployment rate decreases among regions.

**Table 3**

**Unemployment Rates in California Regional Planning Units (Regions)**  
**Over the Course of the Expansion and the Last Year**  
(October 2019; Not Seasonally Adjusted Data)

	October 2010	October 2018	October 2019	Change During the Expansion: Oct. 2010-Oct. 2019	Year-Over Change: Oct. 2018-Oct. 2019
California (Not Seasonally Adjusted)	11.9%	4.0%	3.7%	-8.2%	-0.3%
<b>LARGEST REGIONS</b>					
Los Angeles Basin	12.4%	4.6%	4.5%	-7.9%	-0.1%
Bay-Peninsula	9.3%	2.4%	2.1%	-7.2%	-0.3%
Orange	9.6%	2.8%	2.5%	-7.1%	-0.3%
Southern Border	11.7%	3.9%	3.7%	-8.0%	-0.2%
Inland Empire	13.7%	4.1%	3.7%	-10.0%	-0.4%
San Joaquin Valley	15.5%	6.2%	5.8%	-9.7%	-0.4%
East Bay	10.7%	3.0%	2.6%	-8.1%	-0.4%
Capital	12.4%	3.7%	3.3%	-9.1%	-0.4%
North Bay	10.4%	2.9%	2.6%	-7.8%	-0.3%
Coastal	10.1%	3.5%	3.2%	-6.9%	-0.3%
<b>SMALLEST REGIONS</b>					
Ventura	10.7%	3.7%	3.3%	-7.4%	-0.4%
North State	13.6%	4.2%	3.8%	-9.8%	-0.4%
Humboldt	9.8%	3.2%	2.9%	-6.9%	-0.3%
Middle Sierra	13.6%	3.9%	3.4%	-10.2%	-0.5%

Source: Employment Development Department, Current Employment Statistics

- Every one of California's 14 regions also had a year-over decrease in its unemployment rate in October 2019. Year-over regional unemployment rate decreases ranged from 0.5 percentage point in Middle Sierra Region to 0.1 percentage point in Los Angeles Basin Region in October 2019.
- In October 2010, regional unemployment rates ranged from a high of 15.5 percent in San Joaquin Valley Region to a low of 9.3 percent in Bay-Peninsula Region. Eleven of California's 14 regions had unemployment rates above 10.0 percent. In October 2019, regional employment rates ranged from a low of just 2.1 percent in Bay-Peninsula Region to a high of just 5.8 percent in San Joaquin Valley Region.
- Five California regions had unemployment rates below 3.0 percent in October 2019. Seven more regions had unemployment rates below 4.0 percent. In fact, the regional unemployment rate situation had improved by so much in October 2019 that every California region except Los Angeles Basin had its lowest unemployment rate on record for the month of October in a data series extending back to the beginning of 1990. Los Angeles Basin Region's 4.5 percent unemployment rate in October 2019 tied October 2017 for the second lowest unemployment rate on record in the month of October.
- Unemployment rates decreased substantially across all California demographic groups over the course of the employment expansion. The unemployment rates of demographic groups are calculated differently from the official unemployment rate in that they are derived solely from Current Population Survey (CPS) data and calculated on a 12-month average basis in order to minimize the statistical variability associated with California's comparatively small CPS sample size. According to these 12-month average CPS data, California's overall unemployment rate was 12.1 percent in October 2010, when the



official unemployment rate was at its recessionary peak, and decreased 8.0 percentage points to 4.1 percent in October 2019. Only 0.1 percentage point of this decrease occurred over the year ending in October 2019.

- Generally speaking, the demographic groups which had the highest unemployment rates at the peak of the recession experienced the largest decrease in their unemployment rates over the nine years ending in October 2019. The largest unemployment rate decrease of any major demographic group was among youths age 16 to 24, whose unemployment rate fell 14.2 percentage points from October 2010 through October 2019, or from 23.3 percent to 9.1 percent. In contrast, the unemployment rate among Californians age 25 and older who had a Bachelor's degree or higher fell by 3.6 percentage points, or from 6.2 percent to 2.6 percent, over the same period. A summary of unemployment trends among key demographic groups follows.
- The unemployment rate for men fell 8.9 percentage points from October 2010 through October 2019. The rate for women fell 7.0 percentage points over the same period. Whereas the unemployment rate for men ticked up 0.1 percentage point over the year in October 2019, it fell 0.4 percentage point among women.
- Unemployment rates were strongly correlated with age, with younger workers having substantially higher unemployment rates than older workers. The 19.7 percentage point unemployment rate decrease among teens age 16 to 19 from October 2010 through October 2019 was the largest among age cohorts, followed by the 12.2 percentage point decrease among youths age 20 to 24. In contrast, the unemployment rate for Californians age 65 and older fell by 4.7 percentage points over the same period. The unemployment rate picture over the year ending in October 2019 was more of a mixed bag. Whereas the unemployment rate among those age 65 and older, youths age 20 to 24, and those age 45 to 54 ticked upwards, it fell among the teen, 25 to 34, and 35 to 44 age cohorts.
- The unemployment rate among native-born Americans tended to be higher than that of foreign-born Californians over the October 2010 through October 2019 period. Among foreign-born Californians, the unemployment rate of naturalized U.S. citizens was consistently lower than that of foreign-born non-citizens. Unemployment rates across national origin groups fell substantially from October 2010 through October 2019, including the last year.

**Table 4**

**Unemployment Rates By Demographic Group in California**  
(Unemployed As a Percent of the Labor Force; 12-Month Average of Current Population Survey Data)

	October 2010	October 2018	October 2019	Change During Expansion: Oct. 2010 to Oct. 2019	Year-Over Change: Oct. 2018 to Oct. 2019
<b>All Groups, Age 16 and Over</b>	<b>12.1%</b>	<b>4.2%</b>	<b>4.1%</b>	<b>-8.0%</b>	<b>-0.1%</b>
<u>Gender</u>					
Male	12.9%	3.9%	4.0%	-8.9%	0.1%
Female	11.1%	4.5%	4.2%	-6.9%	-0.3%
<u>Age</u>					
16 to 24	23.3%	9.1%	9.1%	-14.2%	0.0%
16 to 19	34.4%	15.6%	14.7%	-19.7%	-0.9%
20 to 24	19.6%	7.1%	7.4%	-12.2%	0.3%
25 to 34	11.9%	4.6%	4.0%	-7.9%	-0.6%
35 to 44	10.5%	3.2%	2.8%	-7.7%	-0.4%
45 to 54	9.8%	3.1%	3.4%	-6.4%	0.3%
55 to 64	9.3%	3.3%	3.3%	-6.0%	0.0%
65 and Over	8.3%	2.8%	3.6%	-4.7%	0.8%
<u>National Origin</u>					
Native-Born	12.4%	4.3%	4.2%	-8.2%	-0.1%
Foreign-Born	11.6%	4.0%	3.8%	-7.8%	-0.2%
Foreign Born, Naturalized U.S. Citizen	9.3%	3.0%	2.8%	-6.5%	-0.2%
Foreign Born, Not a U.S. Citizen	13.6%	5.0%	4.7%	-8.9%	-0.3%
<u>Race</u>					
White	11.9%	4.2%	4.0%	-7.9%	-0.2%
African American	18.7%	6.6%	5.6%	-13.1%	-1.0%
Asian	9.3%	3.2%	3.3%	-6.0%	0.1%
American Indian, Native Alaskan, Hawaiian, or Pacific Islander	16.0%	5.3%	4.4%	-11.6%	-0.9%
More than One Race	16.6%	4.9%	6.2%	-10.4%	1.3%
<u>Ethnicity</u>					
Latino/Hispanic	14.7%	5.1%	4.7%	-10.0%	-0.4%
Non-Hispanic	10.7%	3.7%	3.7%	-7.0%	0.0%
<u>Educational Attainment (Age 25 and Over)</u>					
Less than a high school diploma	15.9%	6.1%	6.0%	-9.9%	-0.1%
High school graduates, no college	13.0%	4.4%	3.9%	-9.1%	-0.5%
Some college, no degree	12.4%	3.5%	3.3%	-9.1%	-0.2%
Associate degree	8.5%	3.4%	3.1%	-5.4%	-0.3%
Bachelor's degree or higher	6.2%	2.5%	2.6%	-3.6%	0.1%
<u>Disability</u>					
Has a Disability	16.2%	7.8%	8.9%	-7.3%	1.1%
Doesn't Have a Disability	12.0%	4.1%	3.9%	-8.1%	-0.2%
<u>Served in Armed Forces (Age 18 and Over)</u>					
Yes	9.2%	2.5%	3.6%	-5.6%	1.1%
No	12.0%	4.1%	4.0%	-8.0%	-0.1%

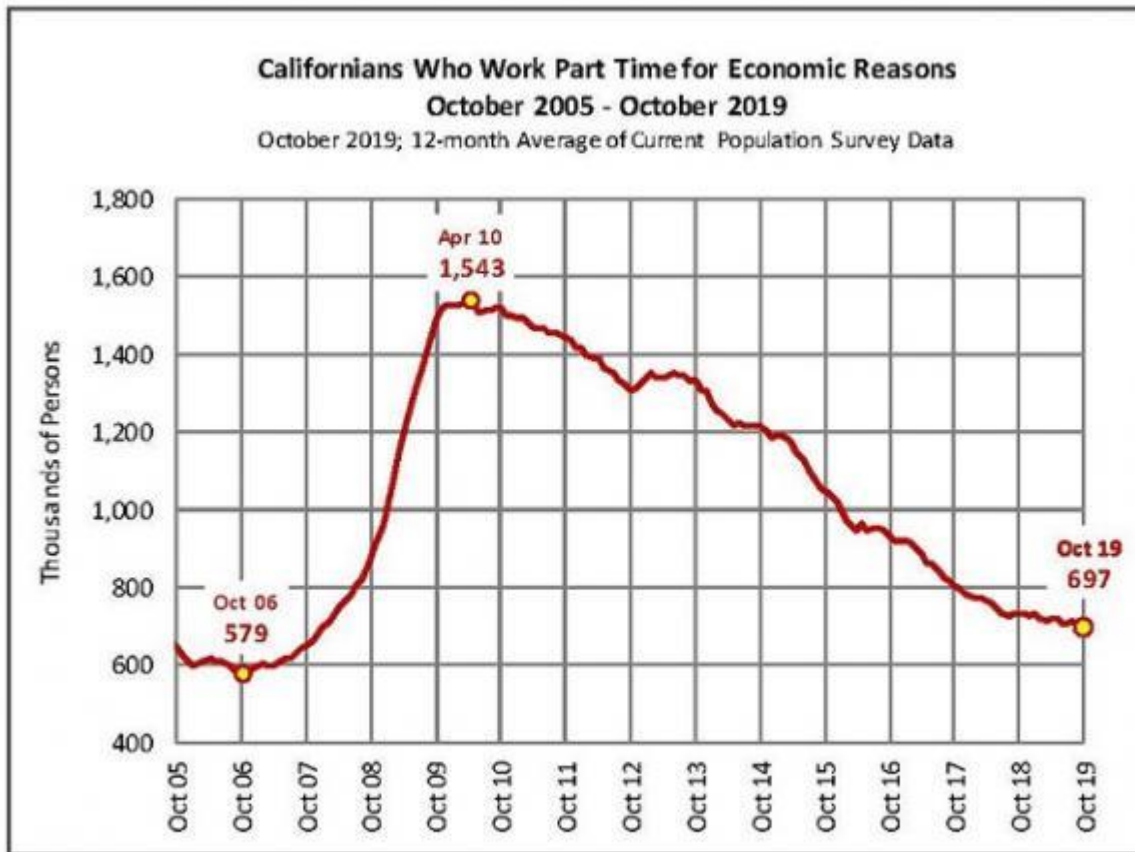
**Source:** U.S. Census Bureau; Employment Development Department

- The unemployment rates of African Americans and Latinos tended to be higher than those of Whites and Asians over the October 2010-October 2019 period. However, African Americans and Latinos experienced larger unemployment rate decreases than Whites and Asians over the October 2010-October 2019 period. The unemployment rate among African Americans and Latinos fell by 1.0 and 0.3 percentage point, respectively, over the year in October 2019, and by 0.1 percentage point among Whites. In fact, the 1.0 percentage point year-over rate decrease among African Americans was the largest of any major demographic group. In contrast, the more than one race and Asian unemployment rate ticked up by 1.3 and 0.1 percentage points, respectively.

- Higher unemployment rates were also highly correlated with educational attainment. Groups with less education experienced higher unemployment rates than those with higher educational attainment. From October 2010 through October 2019, the largest unemployment rate decrease occurred among Californians age 25 and over who had not finished high school (9.9 percentage points), followed by those who graduated high school but did not attend college (9.1 percentage points) and those who attended some college but didn't receive a degree (9.1 percent). In contrast, the unemployment rate among Californians with a bachelor's degree or higher fell by 3.6 percentage points over the same nine-year period.
- The unemployment rate among Californians with disabilities fell by 8.4 percentage points from 16.2 percent in October 2010 to 7.8 percent in October 2018, before increasing to 8.9 percent in October 2019. This was one of the highest unemployment rates among demographic groups.
- The unemployment rate among California veterans age 18 and over fell from 9.2 percent in October 2010 to 2.5 percent in October 2018 before rising to 3.6 percent in October 2019.
- The unemployment rate, while a valuable and widely understood barometer of labor market conditions, is narrowly defined. According to the U.S. Bureau of Labor Statistics (BLS), an unemployed person is someone who did not work at least one hour for pay but actively sought work in the four-week period leading up to the household survey reference week. If an individual is neither employed nor unemployed, by definition he or she is considered to be not in the labor force. As such, the unemployment rate does not capture underemployment within the labor market. Nor does it track individuals who are marginally attached to the labor market. These are individuals who want to work and are available to work and have sought work in the past year, but had not actively sought work in the last four weeks.
- The concept of underemployment has several aspects. Generally speaking, underemployment refers to workers who work part-time hours but desire to work full-time hours or more hours than they are currently working; workers who are working on a temporary basis but desire permanent employment; and workers doing work for which they are overqualified in terms of education, skills, and experience and who desire work which better matches their qualifications. Unfortunately, it is only possible to track the hours worked aspect of underemployment over time using established labor market information tools, namely the Current Population Survey of households.
- The BLS defines workers who work part-time for economic reasons, or involuntary part-time employment, as those workers who work part-time but who desire full-time work. Working 35 hours or more per week is the threshold for full-time work. Working less than 35 hours per week is the threshold for part-time work. Those who work part-time for economic reasons include workers who usually work full-time but have had their hours slashed to part-time status by their employers and workers who desire and are available to work full-time work, but have had to settle for part-time work because that was the best employment option they could find.

- According to 12-month average data from the Current Population Survey, the number of Californians who worked part-time for economic reasons reached a low of 579,000 persons in October 2006 prior to the Great Recession. They accounted for 3.4 percent of all working Californians. The number of persons working part-time for economic reasons shot up during the recession and peaked at 1,543,000 persons in April 2010, when nearly one out of every ten (9.6 percent) employed Californians worked part-time involuntarily.

**Figure 4**



**Source:** Employment Development Department

- The number of persons working part-time for economic reasons fell steadily, if gradually, over the course of the California's long employment expansion. In October 2019, 697,000 Californians worked part-time for economic reasons. They accounted for 3.7 percent of all working Californians, which was more or less on par with the pre-recession low.
- However, the data also suggest that involuntary part-time employment in California has increasingly become an issue of workers having to settle for part-time work even though they desire full-time work. Prior to the recession in October 2006, nearly two-fifths (37.8 percent) of the Californians who worked part-time for economic reasons usually worked full-time but had their hours cut by their employers. A little over three-fifths (62.2 percent) usually worked part-time but desired full-time hours. In contrast, one-quarter (25.2 percent) of involuntary part-time workers usually worked full-time but

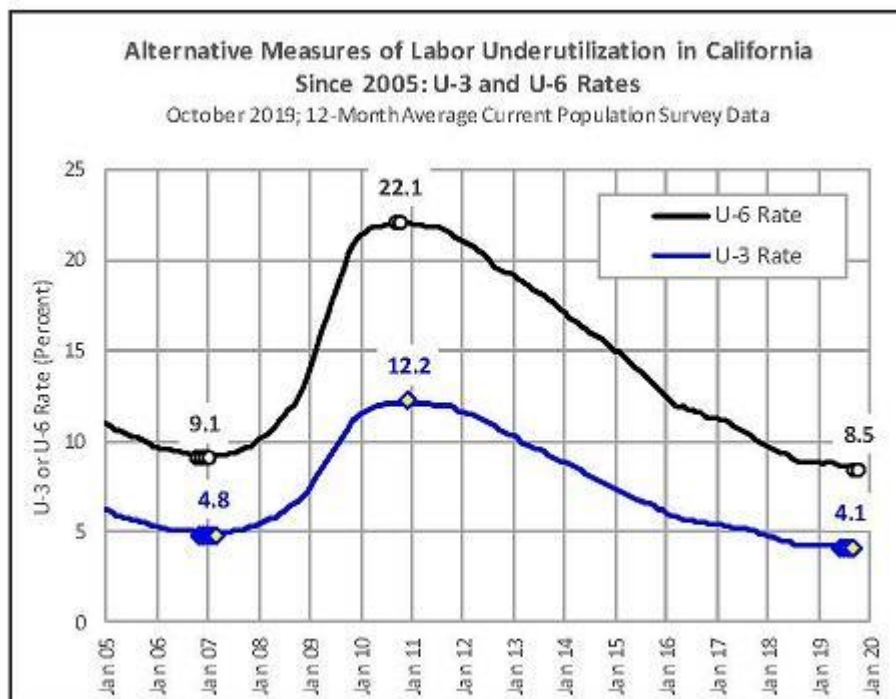
had their hours cut and three-quarters (74.8 percent) were those who desired full-time work but had to settle for part-time work in October 2019.

- In acknowledgement that the traditional definition of unemployment is limited in that it does measure underemployment or track marginally attached workers to the labor force, the BLS has devised six alternative measures of labor underutilization, some that are more restrictive than the unemployment rate and some that are more inclusive and broadly defined. The U-3 measure, or official unemployment, is defined as the total number of unemployed as a percent of the civilian labor force (employed and unemployed persons).
- The U-6 rate is the broadest measure of labor utilization. It is calculated as the number of unemployed, plus total number of persons who are employed part-time for economic reasons, plus all persons marginally attached to the labor force as a percent of the labor force plus all persons marginally attached to the labor force.[1] Persons who are marginally attached to the labor force are those who currently are neither working nor looking for work but want to work and are available for a job and have looked for work sometime in the last year.[2]
- According to 12-month average Current Population Survey data, the U-3 rate, which corresponds to the official unemployment rate definition, in California reached a low of 4.8 percent in the months of November 2006 through January 2007. The U-3 rate rose to a recessionary peak of 12.2 percent in December 2010, then fell over the course of California's long employment expansion to a low of 4.1 percent in June through October 2019, which was 0.7 percentage point below the pre-recession low.
- The U-6 rate, which is always higher than the U-3 rate because it is more inclusive and broadly defined than the U-3, reached a pre-recession low of 9.1 percent in October 2006 through January 2007. The U-6 rate skyrocketed during the recession, rising 13.0 percentage points to a peak of 22.1 percent in September and October 2010. Expressed differently, the labor of more than one out of every five workers in California was underutilized in the sense that they were either unemployed, underemployed, or not actively participating in the labor market at the height of the recession. The U-6 rate fell steadily over the course of California's employment expansion to a low of 8.5 percent in September and October 2019, which was 0.6 percentage point lower than the pre-recession low. Even though California's unemployment rate was at a record low, the labor of one out of every 12 California workers was underutilized in October 2019.

[1] Because the U-6 rate includes marginally attached workers who are not currently in the labor force, the labor force denominator must be expanded to include them in calculating the U-6 rate.

[2] Discouraged workers are a specific subset of marginally attached workers who say they are not actively seeking a job because they don't think they will find one. Twelve-month average Current Population Survey data indicated that there were 48,000 discouraged workers in October 2019. They accounted for one-fifth (20.0 percent) of all California's marginally attached workers.

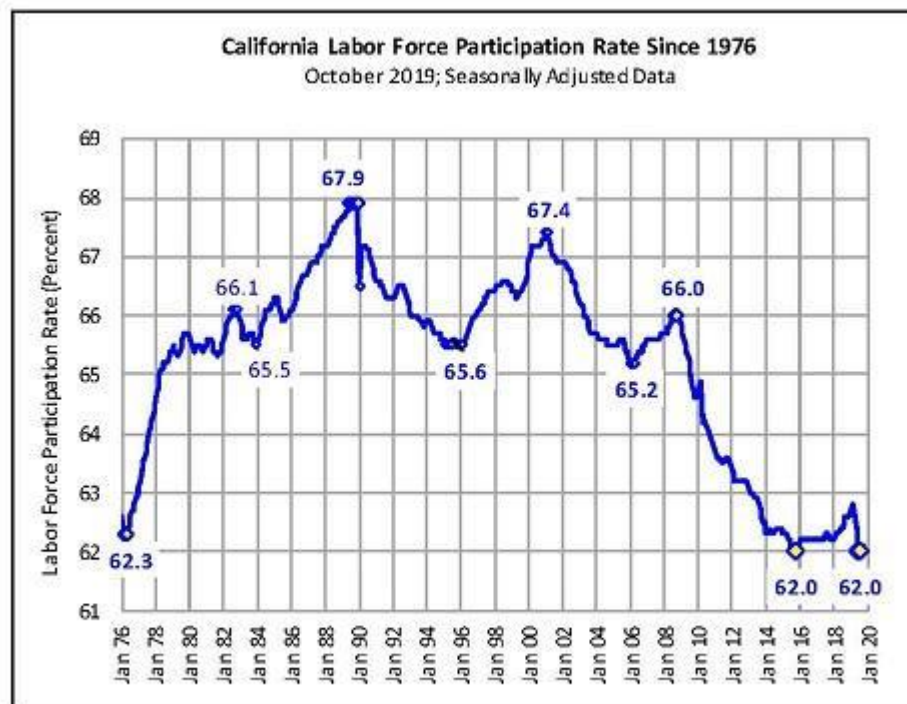
## Figure 5



**Source:** U.S. Census Bureau; Employment Development Department

- The comparison of the U-3 and U-6 rates indicates that the two measures of labor underutilization tend to move together with the business cycle, rising when the economy is weak and falling when it is strong. As such, the official unemployment rate is an effective barometer of labor market conditions. However, it is limited in the sense that it does not capture the full effects of the business cycle. When the unemployment rate rises, underemployment rises with it, and increasing numbers of marginally attached workers exit the labor force. When the unemployment rate falls, underemployment falls with it and marginally attached workers are drawn into the labor force.
- The labor force participation rate (LFPR) is calculated as the number of persons in the labor force (those who are employed or unemployed but actively seeking work) divided by the working age population. Traditionally, labor force participation has tended to increase during times of economic expansion as increasing employment opportunities draw more people into the labor force and decrease during recessions as individuals with limited employment opportunities exit the labor force. However, labor force participation during the current expansion has behaved differently, with decreasing participation continuing long past the turnaround in total nonfarm employment, before stabilizing and essentially remaining flat at historically low levels over the three years ending in October 2019.
- Multiple factors influence an individual's decision to participate in the labor force or not, most notably perceptions of how likely it is that one will find employment, school attendance, having a disability, having to care for house or family (children or elders), personal choice, and being retired. However, demographics, and particularly retirements among the large and aging baby boomer population, have exerted a key influence on overall labor force participation in the current expansion and will continue to do so over the years to come.

**Figure 6**



**Source:** Employment Development Department

- Men had a higher labor force participation rate than women in October 2019, 70.1 percent to 55.8 percent. The 2.5 percentage point LFPR decrease among women over the six-year period from October 2010 through October 2016 was larger than the 2.0 percentage decrease among men. In contrast, the LFPR of women increased by 0.8 percentage point over the three years ending in October 2019, but was unchanged among men.

**Table 5**



**Labor Force Participation Rates By Demographic Group in California**  
(Labor Force As a Percent of Working Age Population; 12-Month Average of Current Population Survey Data)

	October 2010	October 2016	October 2019	Change From Oct. 2010 to Oct. 2016	Change From Oct. 2016 to Oct. 2019
<b>All Groups, Age 16 and Over</b>	<b>64.7%</b>	<b>62.4%</b>	<b>62.8%</b>	<b>2.3%</b>	<b>0.4%</b>
<u>Gender</u>					
Male	72.2%	70.2%	70.1%	-2.0%	0.0%
Female	57.5%	55.0%	55.8%	-2.5%	0.8%
<u>Age</u>					
16 to 24	51.7%	50.4%	50.0%	-1.3%	-0.4%
16 to 19	29.4%	28.4%	27.0%	-1.1%	-1.3%
20 to 24	69.0%	66.5%	67.9%	-2.5%	1.4%
25 to 34	81.6%	79.9%	81.6%	-1.6%	1.7%
35 to 44	81.3%	79.5%	81.6%	-1.8%	2.1%
45 to 54	81.0%	78.8%	79.7%	-2.3%	1.0%
55 to 64	65.2%	63.6%	64.8%	-1.6%	1.1%
65 and Over	17.1%	20.1%	20.1%	3.0%	0.0%
65-69	31.6%	32.7%	33.7%	1.1%	0.9%
70-74	18.4%	21.5%	19.7%	3.1%	-1.8%
75 and over	6.4%	8.2%	10.3%	1.9%	2.1%
<u>National Origin</u>					
Native-Born	64.7%	62.4%	62.5%	-2.3%	0.1%
Foreign-Born	67.4%	63.1%	63.4%	-4.3%	0.3%
Foreign Born, Naturalized U.S. Citizen	66.5%	61.8%	61.4%	-4.7%	-0.4%
Foreign Born, Not a U.S. Citizen	68.2%	64.5%	65.8%	-3.8%	1.3%
<u>Race</u>					
White	65.2%	62.4%	62.9%	-2.8%	0.5%
African American	60.0%	60.9%	61.1%	0.9%	0.2%
Asian	64.4%	62.6%	62.5%	-1.8%	-0.1%
American Indian, Native Alaskan, Hawaiian, or Pacific Islander	61.4%	65.2%	62.8%	3.9%	-2.4%
More than One Race	67.0%	66.1%	67.1%	-0.9%	1.1%
<u>Ethnicity</u>					
Latino/Hispanic	67.4%	64.7%	66.1%	-2.7%	1.4%
Non-Hispanic	63.4%	61.2%	61.0%	-2.2%	-0.2%
<u>Educational Attainment (Age 25 and Over)</u>					
Less than a high school diploma	55.9%	52.4%	51.0%	-3.5%	-1.4%
High school graduates, no college	63.5%	59.4%	60.8%	-2.6%	1.5%
Some college, no degree	66.7%	64.3%	62.9%	-3.7%	-1.4%
Associate degree	72.3%	67.5%	68.1%	-4.1%	0.7%
Bachelor's degree or higher	75.4%	73.0%	72.9%	-2.5%	-0.1%
<u>Disability</u>					
Has a Disability	20.9%	18.6%	17.2%	-2.4%	-1.3%
Doesn't Have a Disability	69.2%	66.7%	66.8%	-2.5%	0.1%
<u>Served in Armed Forces (Age 18 and Over)</u>					
Yes	51.3%	50.7%	46.6%	-0.7%	-4.0%
No	67.5%	64.7%	64.8%	-2.8%	0.1%

**Source:** U.S. Census Bureau; Employment Development Department

- Labor force participation among prime working age cohorts, or Californians age 25 through 54, were consistently higher than those of other demographic groups. In October 2019, the 25 to 34, 35 to 44, and 45 to 54 age cohorts all had LFPRs of 79.7 percent or above. Although labor force participation decreased among these age cohorts from October 2010 through October 2016, it rebounded for the most part during the October 2016-October 2019 period. The same was largely true for those age 55 to 64.



- Labor force participation among younger and older workers was a different story. The LFPR among youths age 16 to 24 fell 1.3 percentage point from October 2010 through October 2016, with youths age 20 to 24 experiencing a larger decrease than teens. The LFPR among California youths age 16 to 24 decreased an additional 0.4 percentage point over the three years ending in October 2019. Whereas the LFPR rose 1.4 percentage points among youths age 20 to 24 it decreased 1.3 percentage points among teens. For teens, this was the continuation of a long-term decrease in their LFPR. At the beginning of 2001, the teen LFPR reached as high as 46.9 percent in March 2001, only to steadily decrease thereafter. In October 2019, the teen LFPR was just 27.0 percent. Similarly, the LFPR among youths age 20 to 24 reached as high as 76.4 percent in April 2001. It fell steadily thereafter and was 67.8 percent in October 2019.
- Labor force participation drops off dramatically as people age and retire. Only one out of every five (20.1 percent) Californians age 65 and over participated in the labor force in October 2019. The LFPR among Californians age 65 to 69 was 33.7 percent in October 2019, 19.7 percent among those age 70 to 74, and just 10.3 percent among those age 75 and over. Although labor force participation falls off dramatically among older workers, Californians age 65 and over were the age cohort that experienced an increase in their labor force participation from October 2010 through October 2016. The increase was most pronounced among Californians age 70 and over. Although the overall LFPR among Californians age 65 and older was unchanged over the three years ending in October 2019, it rose 0.9 and 2.1 percentage points respectively among those age 65 to 69 and those over the 75 and over, but fell 1.8 percentage points among those age 70 to 74.
- Foreign-born Californians had a slightly higher rate of labor force participation than native-born Americans in October 2019, despite experiencing a greater decrease in their labor force participation rate from October 2010 through October 2016. This was particularly true for foreign-born noncitizens. The LFPR of native-born Americans rose by just 0.1 percentage point over the three years ending in October 2019. It rose by 0.3 percentage point among foreign-born Californians on the strength of a 1.3 percentage point increase among foreign-born non-citizens.
- Latinos (66.1 percent) had the highest labor force participation rate among racial and ethnic groups in October 2019, followed by Whites (62.9 percent) and Asians (62.5 percent). Although African Americans (61.1 percent) had a lower participation rate, their LFPR increased over the entire October 2010 through October 2019 period, rising 0.9 percentage point from October 2010 through October 2016 period and an additional 0.2 percentage point from October 2016 through October 2019. Labor force participation among both Latinos and Whites rose from October 2016 through October 2019 after decreasing over the prior six years. The LFPR among Asians fell 0.1 percentage point over the October 2016-October 2019 period.
- Labor force participation was strongly correlated with educational attainment, with less educated groups participating in the labor force at a lower rate than groups with more education. The labor force participation rate among Californians age 25 and older who did not complete high school was just 51.0 percent in October 2019 compared to 72.9 percent among those who had a bachelor's degree or higher. Labor force participation fell across educational attainment groups from October 2010 through October 2016. However, it increased among high school graduates and associate degree holders over the three years ending in October 2019 and was little changed among those with a

bachelor's degree or higher. Labor force participation continued to decrease among those who had attended some college but had not earned a degree and those who had not completed high school over the October 2016-October 2019 period.

- Less than one out of every five (17.2 percent) Californians with a disability participated in the labor force in October 2019. The LFPR among those with a disability decreased over the course of the entire October 2010 through October 2019 period. However, having a disability is strongly associated with advancing age. In October 2019, over three-fifths (61.9 percent) of the nearly 2.9 million Californians with a disability was age 60 and older and nearly one-third was age 75 and older. In contrast, just one out of every seven (14.1 percent) Californians with a disability was less than 40 years of age.
- The labor force participation rate among California veterans age 18 and older fell by a modest 0.7 percentage point from October 2010 through October 2016, but fell 4.0 percentage points from October 2016 through October 2019. Less than half (46.6 percent) of Californian veterans participated in the labor force in October 2019. However, veterans overall are an aging demographic group with the majority of California veterans having served in the Vietnam War era or earlier. Over three-fifths (62.9 percent) of California's 1.5 million veterans were 60 years or older in October 2019 and close to half (45 percent) were age 70 and older. In contrast, a little more than one out of every five (22.0 percent) of California's veterans was under the age of 50.
- The baby boom generation refers to the large number of people who were born immediately after the end of World War II in 1946 through 1964. In 2010, the age of baby boomers ranged from 46 to 64. As discussed previously, labor force participation rates in this age range tend to be comparatively high. In contrast, baby boomers ranged in age from 55 to 73 in 2019. As baby boomers age and enter their retirement years, they also enter into those age cohorts in which labor force participation rates plunge. As they age past 70, their labor force participation rates will plunge further.
- Baby boomers leaving the labor force appears to be dampening overall labor force participation in California.
- According to 12-month average wage data from the CPS, the population of Californians age 65 and older grew by a little over one million from October 2010 through October 2016, or by about 170,000 persons each year. Whereas the number of people age 65 and older in the labor force grew by nearly 350,000, or by 55,000 persons each year, the number of persons age 65 and older who did not participate in the labor force rose by nearly 700,000, or 116,000 per year.
- Over the three years ending in October 2019, the number of Californians age 65 and older grew by 640,000 persons, or by an average of over 210,000 persons each year. The number of older workers in the labor force grew by around 125,000, or 42,000 persons a year. In contrast, the ranks of people age 65 and older who were not in the labor force grew by 513,000, or an average of 171,000 persons a year.
- The CPS tracks the reasons why people do not participate in the labor force, including: whether or not a person was disabled, in school, taking care of house or family, in retirement, ill, or something other. Retirement is typically the most frequent reason for not being in the labor force, followed by taking care of house or family, attending school,

and having a disability. Illness and something other are typically much less frequently cited.

- From October 2010 through October 2016, the number of Californians not in the labor force grew by a little over 1.5 million persons. The number of people in retirement grew by 820,000 persons, the large majority of whom were age 55 and older. The number of persons not in the labor force due to school grew by 289,000 persons, primarily among youths age 16 to 24. The number of persons taking care of house or family grew by 238,000, primarily among prime working age persons, and the number of disabled grew by 190,000, with the increase occurring across age groups.
- In contrast, the number of Californians not in the labor force grew by 233,000 over the October 2016-October 2019 period. The number of persons not in the labor fell for every reason except retirement: in school decreased by 178,000, taking care of house or family by 117,000, and having a disability by 111,000. In sharp contrast, the number of persons not in the labor force due to retirement increased by 678,000, of whom nearly 600,000 was age 65 and older.
- The number of Californians not in the labor force increased by 34,000 persons over the year ending in October 2019. Once again, the number fell across all reason categories except in retirement, which increased by 187,000 persons. The number of those not in the labor force age 65 and older increased by 196,000 persons. A narrower age breakdown revealed that the number of Californians age 65 to 69 who were not in the labor force due to retirement fell by 51,000 persons over the year, but the number of those age 70 and older in retirement grew by 233,000 persons.
- The data for those not in the labor force suggest that California's strong economy did in fact draw more marginally attached workers into the labor force over the three years ending in October 2019, which is what one would expect in a labor market with record low unemployment and an ongoing 116-month employment expansion. However, the gathering wave of retiring baby boomers that averaged about 200,000 persons per year dampened overall labor force participation.
- The wave of retiring baby boomers will continue and possibly strengthen over the years to come. A rough estimate of how many baby boomers will leave the labor force from 2019 through 2024 can be derived by taking the October 2019 population of persons in the age 55 to 59, 60 to 64, 65 to 69, and 70 to 74 age cohorts, the full range of which captures the baby boom population, and multiplying that by the labor force participation rate of the next oldest five-year age cohort. For example, the population of 55 to 59 age cohort is multiplied by the LFPR of the 60 to 64 age cohort, the 60 to 64 population is multiplied by 65 to 69 LFPR, and so on. Applying this method yields an estimate that 2,666,000 baby boomers will participate in the labor market in five years' time compared to 3,924,000 in October 2019. In other words, around 1,250,000 baby boomers, or 250,000 persons per year, may be expected to leave the California labor force over next five years due to the normal interaction between of aging and retirement on labor force participation alone.
- Although this estimate of how many baby boomers will exit the labor force over the next five years will be lower if the recent trend of increasing labor force participation among older workers continues, the sheer numbers of retiring baby boomers will dampen overall labor force participation in the years to come. At the same, their departure from

the labor force will also mean that establishments will have to replace many of their work functions, creating demand for replacement workers.

- Demand industries within the economy are identifiable by determining which industries added the most jobs over a specified time period. However, it is inherently difficult to identify emerging industries under the existing North American Industry Classification System (NAICS). Essentially an industry must already have emerged to receive its own unique NAICS classification. As a result of this limitation, this section identifies the fastest growing industries in California as those industries that added jobs at a rate that was at least 11.4 percent, or twice that of total nonfarm employment, over the three years ending in October 2019. This three-year period was chosen to capture more recent trends within the labor market.
- Individual and family services, which includes in-home health supportive services jobs, was the California industry that added the most jobs from October 2016 through October 2019, followed by limited-service eating, or fast food, eating places. Both of these industries are characterized by comparatively low skill and low wage jobs. Although individual and family services was among California's fastest growing industries over the October 2016-October 2019 period, limited-service eating places was not, but did grow at a faster rate than overall total nonfarm employment.

**Table 6**

### California's Fastest Growing Industries From October 2016 Through October 2019

(Not Seasonally Adjusted Data)

Industries That Gained the Most Jobs (Three-Year Change in Number)		Industries That Grew the Fastest (Three-Year Change in Percent)	
Individual and Family Services	98,700	Motor Vehicle Manufacturing	105.2%
Limited-Service Eating Places	64,000	Other Information Services	40.9%
Other Information Services	38,400	Other Heavy and Civil Engineering Construction	32.9%
Computer Systems Design and Related Services	37,100	Data Processing, Hosting and Related Services	32.0%
Local Government Education	33,600	Warehousing and Storage	25.7%
Employment Services	31,900	Software Publishers	23.1%
Warehousing and Storage	31,000	Industrial Machinery Manufacturing	20.6%
Outpatient Care Centers	27,700	Other Schools and Instruction (Private)	20.0%
Building Equipment Contractors	26,600	Residential Building Construction	20.0%
Scientific Research and Development Services	23,800	Building Foundation and Exterior Contractors	19.6%
Management of Companies and Enterprises	22,700	Highway, Street, and Bridge Construction	19.5%
Building Foundation and Exterior Contractors	22,300	Scientific Research and Development Services	18.6%
State Government Education	22,000	Nonresidential Building Construction	17.3%
Residential Building Construction	20,900	Electronic Computer Manufacturing	17.1%
Architectural, Engineering and Related Services	18,400	Spectator Sports	16.0%
Investigation and Security Services	17,800	Couriers and Messengers	16.0%
General Medical and Surgical Hospitals	17,200	Individual and Family Services	15.8%
Accommodation	17,000	General Freight Trucking	15.8%
General Merchandise Stores	16,900	Commercial and Industrial Machinery Rental and Leasing	15.4%
Software Publishers	15,900	Special Food Services	15.0%
Services to Buildings and Dwellings	15,600	Offices of Other Health Practitioners	14.7%
Building Finishing Contractors	14,500	Outpatient Care Centers	14.1%
Other Schools and Instruction	13,200	Electronic Instrument Manufacturing	13.8%
General Freight Trucking	13,100	Beverage and Tobacco Product Manufacturing	13.2%
Data Processing, Hosting and Related Services	13,000	Specialty (not Psychological or Substance Abuse) Hospitals	12.9%
Couriers and Messengers	12,900	Social Advocacy Organizations	12.9%
Offices of Other Health Practitioners	12,800	Architectural and Structural Metals Manufacturing	12.7%
Nonresidential Building Construction	12,700	Computer Systems Design and Related Services	12.4%
Colleges, Universities and Professional Schools (Private)	12,200	Personal and Household Goods Repair	12.2%
State Government Excluding Education	11,700	Air Transportation	12.2%
Electronic Instrument Manufacturing	11,500	Investigation and Security Services	12.2%
County Government	11,100	Building Equipment Contractors	11.9%
City Government	11,000	Waste Management and Remediation Services	11.8%
Special Food Services	10,900	Hardware, Plumb and Heating Merchant Wholesalers	11.5%
Elementary and Secondary Schools (Private)	10,700	Home Health Care Services	11.4%
Activities Related to Real Estate	10,500	Elementary and Secondary Schools (Private)	11.4%
Electronic Computer Manufacturing	10,300		
Motor Vehicle Manufacturing	10,200		
Accounting, Tax Preparation and Bookkeeping Services	10,100		

Source: Employment Development Department

- Three of the California industries that added more than 20,000 jobs from October 2016 through October 2019 were high-skill and high-paying sectors with a high technology orientation, including: other information services, computer systems design and related services, and scientific research and development services. Architectural, engineering, and related services; software publishers; data processing, hosting and related services; electronic instrument manufacturing, and electronic computer manufacturing were among the other high technology industries that added more than 10,000 jobs over the period. These same high technology industries were among California's fastest growing industries over the October 2016-October 2019 period with the exception of architectural, engineering, and related services, which nevertheless grew at a faster pace than overall total nonfarm employment but not at over twice its pace.
- Several of California's existing demand industries were in the educational sector, including local government education (public schools); state government education; other schools and instruction; private colleges, universities, and professional schools; and private elementary and secondary schools. Of these industries, only other schools and instruction and elementary and secondary schools, both of which were in the private sector, were among California's fastest growing.

- Several of California’s existing demand industries were in the health care sector, including: outpatient care centers; general medical and surgical hospitals; and offices of other health practitioners. Outpatient care centers, offices of health practitioners, specialty (not psychological or substance abuse) hospitals, and home health care services were among California’s fastest growing. The job growth rate in general medical and surgical hospitals lagged well below that of total nonfarm employment.
- The construction industry played a key role in California’s employment expansion and construction workers were in strong demand over the October 2016-October 2019 period. The construction industries that added the most jobs and grew at the fastest pace included: building equipment contractors, building foundation and exterior contractors, residential building construction, and nonresidential building construction. In addition, other heavy and civil engineering construction grew at the third fastest pace among California industry sectors, and highway, street, and bridge construction was among the fastest growing industries. Building finishing contractors was also a strong demand industry and its 10.9 percent growth rate only narrowly missed the fastest growing list.
- Warehousing and storage, couriers and messengers, and general freight trucking were among the California industries that added the most jobs and grew at the fastest pace. This presumably reflected the continued rapid growth in e-commerce and online shopping.
- Several of the industries that added the most jobs over the October 2016-October 2019 period were in professional and business services’ administrative and support and waste services subsector, which tends to have lower skill and paying jobs. Employment services, investigation and security services, and services to buildings and dwellings were among the industries that added the most jobs over the period. Investigation and security services, and waste management and remediation services were among California’s fastest growing.
- According to the U.S Bureau of Labor Statistics, 2.5 million California workers were members of a union in 2019. They comprised 15.2 percent of California’s nearly 16.5 million wage and salary. In contrast, just 10.3 percent of wage and salary workers in the nation as a whole were members of a union in 2019.[1] California had the seventh highest rate of union affiliation among states in 2019.
- According to 12-month average Current Population Survey data, half (50.3 percent) of all union members in California worked in the public sector in October 2019. Government also had the highest rate of union affiliation, with over half (52.4 percent) of all government workers being members of a union. Nearly three-fifths (58.4 percent) of local government workers were members of a union, as were over half (51.3 percent) of state government workers, and three out of every 10 (30.8 percent) federal government workers.

[1] [U.S. Bureau of Labor Statistics Union Member Summary](#)

**Table 7**

## Union Membership By Major Industry Sector in California: October 2019

(12-Month Average Current Population Survey; Percent of  
Workers in Sector Who Were Members of a Union)

<u>Industry Sector</u>	<u>Share (%) of Workers</u>
<b>Total, All Industries</b>	<b>15.2%</b>
<b>Government, Total</b>	<b>52.4%</b>
Local Government	58.4%
State Government	51.3%
Federal Government	30.8%
<b>Private Sector, All Sectors</b>	<b>8.8%</b>
Construction	18.2%
Transportation and Utilities	16.3%
Educational and Health Services	16.0%
Information	15.6%
Mining	8.8%
Manufacturing	7.6%
Wholesale and Retail Trade	7.6%
Leisure and Hospitality	4.8%
Other Services	3.9%
Agriculture, Forestry, Fishing, and Hunting	3.9%
Financial Activities	3.6%
Professional and Business Services	2.6%

**Source:** U.S. Census Bureau; Employment Development Department

- In contrast, just one out of every 11 (8.8 percent) wage and salary workers in California's private sector was a member of a union. Construction (18.2 percent) was the major industry sector with the highest share of union members in its workforce, followed by transportation and utilities (16.3 percent), educational and health services (16.0 percent), and information (15.6 percent). Professional and business services had the lowest rate of union affiliation at 2.6 percent). A total of five major industry sectors in the private sector had union membership rates below five percent.
- A detailed comparison of the earnings of union and non-union members in major California industry sectors is beyond the scope of this report. That said, the BLS estimated that at the national level, the median weekly earnings of full-time wage and salary union members was \$1,095 in 2019, compared to \$892 for non-union members. This was a difference of \$203 a week, or 22.7 percent.[1]
- Information about future labor market trends is critical for developing programs that help meet employer needs and help residents get a job, a better job and an upward career pathway. Industry and occupational employment projections are provided for the nation by the Department of Labor's (DOL), Bureau of Labor Statistics (BLS) and

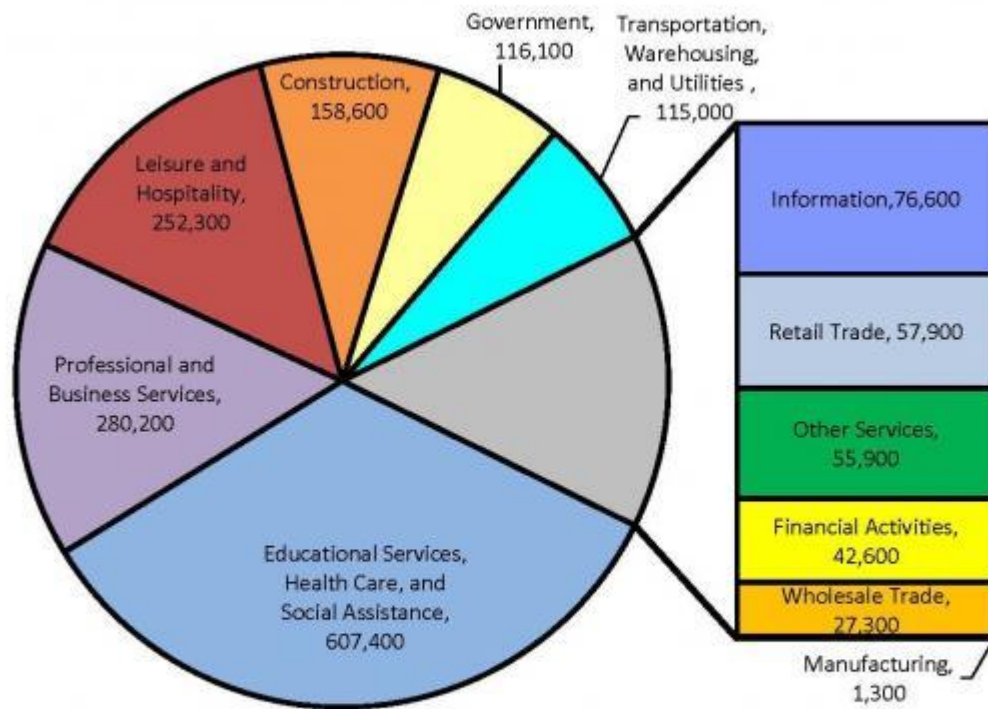
translated into projections for the state and metro areas by the Employment Development Department's Labor Market Information Division (LMID).

- Total industry employment in California, which includes self-employment, private household workers, farm employment, and nonfarm employment, is expected to reach 20,022,700 by 2026, an increase of 10.7 percent during the 10-year projection period. Total nonfarm employment is projected to add 1,789,600 jobs during the period. Nearly 73 percent of projected nonfarm growth is concentrated in four sectors: educational services (private), health care, and social assistance; professional and business services; leisure and hospitality; and construction.
- The major industry sectors projected to have the largest job growth is educational services (private), health care, and social assistance, accounting for 33.9 percent of the projected growth. The projected growth for the sector is 607,400 jobs during the 2016-2026 projection period (see Figure 7). The greatest concentration of job gains is projected to occur in the following educational services (private), health care, and social assistance subsectors:
  - Social assistance (246,300)
  - Ambulatory health care services (213,400)
  - Educational services (private) (62,000)
- The educational services (private), health care, and social assistance is also expected to be the fastest growing industry sector with an expected growth rate of 23.9 percent (see Figure 8). As the population grows and demographics change, the demand for workers in this sector will remain high.
- The top 25 industry groups that are expected to generate the most employment are projected to account for 1,222,500 jobs during the 2016-2026 projection period (see Table 8).
- Eight of the top 25 industry groups generating the most employment are within the health care and social assistance subsector. They are expected to generate 487,200 jobs during the 10-year projection period.
- Individual and family services tops the list with a projected employment growth of 235,700 jobs during the 10-year projection period.
- The top 25 industry groups by percentage growth are expected to grow a combined 35.5 percent (782,500 jobs) during the 2016-2026 projection period.
- Eight of the top 25 fastest growing industry groups are within the health care and social assistance subsector.
- Motor vehicle manufacturing top the list with an expected growth rate of 103.1 percent during the 10-year projection period.

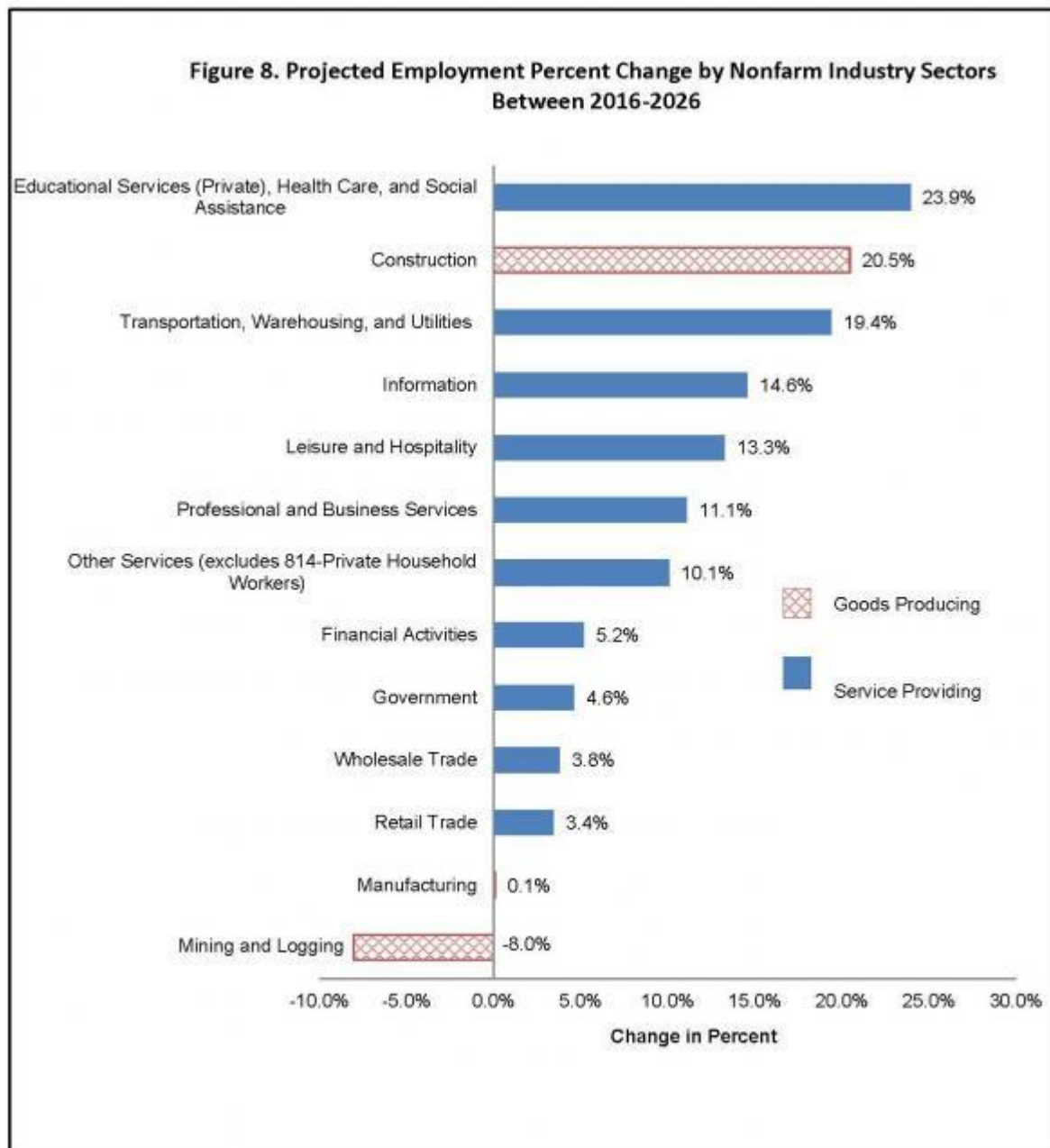
[1] A more detailed breakdown of median weekly earnings of full-time wage and salary workers by union affiliation in the United States in 2019 by industry and occupation may be found here: <https://www.bls.gov/news.release/union2.t04.htm>.



**Figure 7.**  
**Projected Job Growth by Nonfarm Industry Sector Between 2016-2026**



Source: Employment Development Department



**Source:** Employment Development Department

**Table 8: California Nonfarm Industry Groups With the Largest Projected Job Growth from 2016-2026**

Industry Title	Projected 2016-2026 Job Growth	Industry Title	Projected 2016-2026 Job Growth (Percent)	Projected 2016-2026 Job Growth
Individual and Family Services	235,700	Motor Vehicle Manufacturing	103.1%	9,900
Full-Service Restaurants	100,300	Other Information Services	59.3%	53,900
Limited-Service Eating Places	85,500	Warehousing and Storage	58.2%	63,800
Outpatient Care Centers	66,800	Home Health Care Services	51.2%	40,100
Warehousing and Storage	63,800	Electronic Shopping and Mail-Order Houses	49.1%	21,900
Computer Systems Design and Related Services	55,100	Software Publishers	42.0%	28,000
Other Information Services	53,900	Data Processing, Hosting, and Related Services	41.0%	16,400
Local Government Education	48,900	Individual and Family Services	39.1%	235,700
Building Equipment Contractors	43,300	Specialty (except Psychiatric and Substance Abuse) Hospitals	36.8%	5,000
Management, Scientific, and Technical Consulting Services	42,800	Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	35.1%	31,700
Offices of Physicians	40,500	Outpatient Care Centers	34.8%	66,800
Home Health Care Services	40,100	Medical and Diagnostic Laboratories	34.8%	11,900
Employment Services	36,400	Offices of Other Health Practitioners	30.7%	26,000
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	31,700	Other Ambulatory Health Care Services	26.6%	7,500
Other Local Government	31,500	Other Schools and Instruction	26.2%	17,100
Colleges, Universities, and Professional Schools	28,200	Utility System Construction	25.6%	11,100
Software Publishers	28,000	Other Personal Services	25.4%	12,500
Offices of Other Health Practitioners	26,000	Nonresidential Building Construction	23.5%	16,900
Building Finishing Contractors	25,000	Other Heavy and Civil Engineering Construction	22.7%	1,700
State Government Education	24,900	Personal Care Services	22.5%	17,700
General Merchandise Stores, including Warehouse Clubs and Supercenters	23,600	Management, Scientific, and Technical Consulting Services	22.2%	42,800
Nursing Care Facilities (Skilled Nursing Facilities)	23,500	Residential Building Construction	21.5%	22,200
General Medical and Surgical Hospitals	22,900	Used Merchandise Stores	21.2%	3,900
Residential Building Construction	22,200	Other Specialty Trade Contractors	20.6%	12,800
Electronic Shopping and Mail-Order Houses	21,900	Grantmaking and Giving Services	20.2%	5,200
Total	1,222,500	Total		782,500

Source: Employment Development Department

- Middle-skilled occupations are those that require more than a high school education but less than a four-year degree. The top 25 middle-skilled occupations (see Table 8) are expected to generate 162,460 average annual job openings during the 2016-2026

period. These openings include approximately 67,750 due to those exiting the labor force, 77,990 transferring to a different occupation, and 16,760 due to job growth.

- Bookkeeping, accounting, and auditing clerks top the list with 22,450 average annual job openings during the 2016-2026 period.
- Seven of the top 25 occupations are in a health care related field and are expected to generate 47,130 average annual job openings during the ten-year period.
- Median annual salaries range from \$25,782 for manicurists and pedicurists to \$104,295 for dental hygienists.
- Sixteen out of the top 25 middle-skill occupations are at or above the median hourly and median annual wage for all occupations in California.
- Nine out of the top 25 middle-skill occupations are below the median hourly and median annual wage for all occupations in California.

**Table 9: California's Top 25 Middle-Skilled Occupations with the Most Job Openings (2016-2026)**

For the table below, middle-skilled occupations are defined as occupations that require some college, a postsecondary non-degree award, or an associate's degree as defined by education levels provided by the BLS in 2018.

SOC Code*	Occupational Title	Average Annual Job Openings				2019 First Quarter Wages [5]	
		Exits [1]	Transfers [2]	Numeric Change [3]	Total Jobs [4]	Median Hourly**	Median Annual**
43-3031	Bookkeeping, Accounting, and Auditing Clerks	12,800	9,780	80	22,450	\$22.82	\$47,465
53-3032	Heavy and Tractor-Trailer Truck Drivers	6,630	9,820	1,760	18,200	\$22.82	\$47,482
25-9041	Teacher Assistants	8,990	7,470	1,250	17,710	N/A	\$35,182
31-1014	Nursing Assistants	6,720	5,590	1,580	13,890	\$16.41	\$34,131
31-9092	Medical Assistants	4,270	5,970	2,480	12,720	\$17.90	\$37,238
49-3023	Automotive Service Technicians and Mechanics	2,420	4,640	550	7,610	\$22.32	\$46,431
39-5012	Hairdressers, Hairstylists, and Cosmetologists	3,500	2,620	930	7,040	\$12.74	\$26,483
15-1151	Computer User Support Specialists	1,540	3,910	1,130	6,580	\$30.11	\$62,611
31-9091	Dental Assistants	2,710	3,050	810	6,570	\$19.23	\$39,983
29-2061	Licensed Practical and Licensed Vocational Nurses	2,660	2,620	1,180	6,450	\$27.28	\$56,741
25-2011	Preschool Teachers, Except Special Education	2,510	3,110	530	6,160	\$16.93	\$35,202
39-5092	Manicurists and Pedicurists	1,920	1,630	600	4,150	\$12.40	\$25,782
31-9011	Massage Therapists	2,020	1,110	780	3,900	\$16.96	\$35,277
23-2011	Paralegals and Legal Assistants	1,080	2,170	540	3,790	\$28.03	\$58,267
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	870	2,100	560	3,530	\$26.85	\$55,851
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	1,170	2,500	-150	3,520	\$28.50	\$59,275
15-1134	Web Developers	570	1,580	590	2,720	\$38.17	\$79,399
17-3023	Electrical and Electronics Engineering Technicians	810	1,340	180	2,330	\$31.88	\$66,295
33-2011	Firefighters	680	1,290	140	2,110	\$37.07	\$77,097
27-2011	Actors	940	980	50	1,970	\$21.30	N/A
31-9097	Phlebotomists	640	850	370	1,860	\$21.83	\$45,391
27-4011	Audio and Video Equipment Technicians	520	1,140	190	1,850	\$23.03	\$47,920
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	700	1,110	30	1,840	\$20.74	\$43,133
15-1152	Computer Network Support Specialists	430	1,100	240	1,770	\$35.00	\$72,796
29-2021	Dental Hygienists	850	530	360	1,740	\$50.14	\$104,295
	Total	67,750	77,990	16,760	162,460		

Source: Employment Development Department

Notes:

\*The Standard Occupational Classification (SOC) system is used by government agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

\*\*Cells highlighted in green are at or above the median hourly and median annual wage for all occupations in California. Cells highlighted in red are below the median hourly and median annual wage for all occupations in California. The median hourly wage for all occupations in California was \$20.86 and the median annual wage for all occupations in California was \$43,388 for the first quarter of 2019.

[1] Exits are the projected number of workers leaving an occupation and exiting the labor force entirely. Labor force exits are more common at older ages as workers retire, but can occur at any age. Labor force exits are not necessarily permanent exits from the labor force; for example, some workers exit the labor force to pursue additional education with the intention of returning to the labor force. They do represent permanent separations from an occupation.

[2] Transfers are the projected number of workers leaving an occupation and transferring to a different occupation. Transfers represent permanent separations from an occupation, not temporary movements where the worker is expected to return to the same occupation in the future.

[3] Numeric change measures the projected number of job gains or losses in an occupation for the projection period.

[4] Total job openings are the sum of exits, transfers, and numeric change.

[5] Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2019 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as N/A.

- Unemployment rates by demographic group were discussed previously to demonstrate how labor market conditions in California improved across all demographic groups over the course of the employment expansion. Not only did the unemployment rates of all demographic groups fall substantially, but the gap between demographic groups with the highest and lowest unemployment rates also shrank considerably. At the outset of the expansion in October 2010, teens had the highest unemployment rate at 34.4 percent and persons age 25 and older who had a bachelor's degree or higher had the lowest unemployment rate at 6.2 percent, which was a difference of 28.2 percentage points. In October 2019, after nine years of expansion, the teen unemployment rate was still the highest at 14.7 percent and the 2.6 percent unemployment rate among persons with a bachelor's degree or higher degree holders was still the lowest. However, the gap between the two rates had narrowed to 12.1 percentage points.
- Despite this improvement, some demographic groups faced larger obstacles in the labor market than others in October 2019. This is seen in comparing the October 2019 unemployment rates of major demographic groups in California.
- According to 12-month average data from the CPS, California's overall unemployment rate was 4.1 percent in October 2019.

- The unemployment rate among youths age 16 to 24 was more than double the overall rate at 9.1 percent. The unemployment rate among teens (14.7 percent) was higher than that among youths age 20 to 24 (7.4 percent), but the rates of both groups were comparatively high.
- The unemployment rate among Californians with disabilities was also more than double the overall rate at 8.9 percent.
- Two major demographic groups had unemployment rates that were 1.5 percentage points or higher than the overall rate: Californians 25 and older who had not obtained a high school diploma (6.0 percent) and African Americans (5.6 percent).
- Latinos (4.7 percent) and foreign-born non-citizens (4.7 percent) were the other major demographic groups with rates that were higher than the overall unemployment rate.
- The demographic groups with the highest unemployment rates in October 2019 are the groups who will be most vulnerable should economic conditions in California change and the economy tip into a recession. Based on an analysis of unemployment rates over the October 2010-October 2019 period, younger workers, and particularly youths, would likely fare worse than older workers if a recession were to occur, persons with disabilities would likely fare worse than those without disabilities, less well educated groups would like fare worse than more educated groups, African Americans and Latinos would likely fare worse than Whites and Asians, and foreign-born noncitizens would likely fare worse than native born Americans and naturalized U.S. citizens.
- According to 12-month average CPS data, just over one million of California's 2.2 million unemployed persons had been unemployed for 27 weeks or more in October 2010. The number of long-term unemployed fell by 828,000 persons to 189,000 from October 2010 through October 2019. The share of the long-term unemployed in total unemployment fell from 46.0 percent to 23.9 percent over the same period.
- Although small sample issues complicate any analysis of the long-term unemployed in October 2019, younger workers and less well-educated workers appear to have comprised a disproportionately high share of total long-term unemployment. Over two-fifths (44.6 percent) of long-term unemployed Californians was either under the age 35 or had a attained a high school diploma or less (43.3 percent). This suggest that inexperienced persons with low educational attainment and undifferentiated skills face particularly large obstacles in the labor market.
- Average monthly employment and average weekly pay data for California industries for the first quarter of 2019 are available from the Quarterly Census of Employment and Wages (QCEW). This section compares average weekly pay in major industry sectors and subsectors, or two-digit NAICS industries. The health care and social assistance subsector has been further subdivided into health care and social assistance components because of their large discrepancy in pay. High, middle, and low paying jobs are loosely defined with respect to the average weekly pay total for all industries and what seem to be natural break points in the data. Subsector data are provided because major industry sectors such as professional and business services and educational and health services have a mix of high, middle, and low paying jobs.



Table 10

**Average Weekly Pay in California Industry Sectors and  
Subsectors: First Quarter of 2019**  
(Quarterly Census of Employment and Wages Data)

Major Industry Sector	Average Weekly Pay	Industry Subsectors	Average Weekly Pay
Total, all industries	\$1,405	Highest Pay	
<u>Highest Pay</u>		Management of Companies and Enterprises	\$3,066
Information	\$3,847	Finance and Insurance	\$3,062
Mining	\$2,606	Utilities	\$2,943
Financial Activities	\$2,496	Professional, Scientific, and Technical Services	\$2,512
Manufacturing	\$1,930	<u>Middle Pay</u>	
Professional and Business Services	\$1,905	Wholesale Trade	\$1,614
<u>Middle Pay</u>		State Government	\$1,581
Government	\$1,378	Federal Government	\$1,542
Construction	\$1,346	Real Estate and Rental and Leasing	\$1,473
Trade, Transportation, and Utilities	\$1,094	Transportation and Warehousing	\$1,329
Education and Health Services	\$1,014	Health Care	\$1,326
<u>Lowest Pay</u>		Local Government	\$1,304
Other Services	\$798	<u>Lowest Pay</u>	
Agriculture, Forestry, Fishing & Hunting	\$630	Educational Services	\$1,037
Leisure and Hospitality	\$565	Arts, Entertainment, and Recreation	\$924
		Administrative and Support and Waste Services	\$915
		Retail Trade	\$725
		Accommodation and Food Services	\$498
		Social Assistance	\$396

Source: Employment Development Department

- Information (\$3,847) had the highest average weekly pay among major industry sectors in California in the first quarter of 2019, followed by mining (\$2,606), financial activities (\$2,496), manufacturing (\$1,930), and professional and business services (\$1,905).
- In the professional and business services sector, the management of companies and professional, scientific, and technical services subsectors were among California's highest paying sectors and subsectors. However, the administrative and support and waste services subsector was among the lowest paying sectors and subsectors. This subsector accounted for two-fifths (39.4 percent) of all professional and business services jobs.
- In the financial activities sector, the finance and insurance subsector was among California's highest paying sectors and subsectors, but the real estate and rental and leasing sector was among the middle-paying industry sectors and subsectors.
- The government; construction; trade, transportation, and utilities; and educational and health services sectors were classified as middle pay range industry sectors. However, there were differences in pay in some subsectors.
- In the trade, transportation, and utilities sector, utilities had high average pay, wholesale trade and transportation and warehousing fell in the middle average pay range, and retail trade fell in the low range.
- In the educational and health services sector, health care fell within the middle average pay range sectors and subsectors, and educational services and social assistance fell within the low paying sectors. Educational services had the highest average weekly pay of all low paying sectors and subsectors.

- Other services; agriculture, forestry, fishing, and hunting; and leisure and hospitality had the lowest average weekly pay among California sectors in the first quarter of 2019.
- According to first quarter of 2019 employment totals from the Quarterly Census of Employment and Wages (QCEW), 4.1 million of California's nearly 17.4 million jobs were in high paying industry sectors and subsectors. These high paying sectors accounted for less than one-quarter (23.4 percent) of all California's jobs. Over three-quarters (76.6 percent) of all California's jobs were in middle and low paying industry sectors and subsectors.
- The number of middle and low paying jobs was roughly equal in the first quarter of 2019. Employment totaled 6.7 million jobs in low average pay sectors and subsectors 6.5 million jobs middle pay ones. Jobs in low-paying and middle-paying industry sectors and subsectors accounted for 38.8 and 37.8 percent, respectively, of total all industry jobs.
- Occupational wage data are available for the first quarter of 2019 from the Occupational Employment Statistics (OES) Survey, as are occupational employment estimates from May 2018. According to the OES, the median hourly wage for all occupations in California was \$20.86 in the first quarter of 2019. Thirteen of California's 22 major occupational groupings had median hourly wages above the median and nine had median hourly wages that were below it.
- Employment in those occupational groups with hourly wages above the overall median wage totaled 7.3 million jobs in May 2018, compared to 9.7 million jobs in occupational groups with hourly wages that were below it. Expressed differently, 57.0 percent of Californians were employed in occupational groups that paid less than the overall median wage in the first quarter of 2019 compared to 43.0 percent who were employed in occupational groups that paid more.
- Differences in occupational wage levels were even more pronounced if one accounts for the seven major occupational groups that had median hourly wages above \$36 an hour, or more than \$15 an hour above the overall median hourly wage, in the first quarter of 2019. They were: management occupations; computer and mathematical operations occupations; legal occupations; architectural and engineering occupations; healthcare practitioners and technical occupations; life, physical, and social science occupations; and business and financial operations occupations. Employment in these seven occupational groups totaled 4.1 million jobs in May 2018, accounting for just under one-quarter (24.2 percent) of total employment.

**Table 11**



**Median Hourly Wages By Occupational Group in California:  
First Quarter of 2019**

(Occupational Employment Statistics (OES) Survey Results)

Major Occupational Group	Median Hourly Wage
<b>Total, all occupations</b>	<b>\$20.86</b>
<u>Wages Above the Median</u>	
Management Occupations	\$58.54
Computer and Mathematical Occupations	\$50.53
Legal Occupations	\$49.59
Architecture and Engineering Occupations	\$46.65
Healthcare Practitioners and Technical Occupations	\$43.35
Life, Physical, and Social Science Occupations	\$38.84
Business and Financial Operations Occupations	\$36.31
Arts, Design, Entertainment, Sports, and Media Occupations	\$28.88
Education, Training, and Library Occupations	\$27.59
Construction and Extraction Occupations	\$27.02
Community and Social Services Occupations	\$25.20
Installation, Maintenance, and Repair Occupations	\$24.51
Protective Service Occupations	\$23.22
<u>Wages Below the Median</u>	
Office and Administrative Support Occupations	\$19.38
Healthcare Support Occupations	\$17.61
Production Occupations	\$16.82
Transportation and Material Moving Occupations	\$16.32
Sales and Related Occupations	\$15.48
Building and Grounds Cleaning and Maintenance Occupations	\$15.22
Food Preparation and Serving-Related Occupations	\$12.60
Personal Care and Service Occupations	\$12.49
Farming, Fishing, and Forestry Occupations	\$11.95
<u>Source:</u> Employment Development Department	

- In contrast, eight major occupational groups had median hourly wages of less than \$18 an hour[1], including: healthcare support occupations, production occupations, transportation and material moving occupations, sales and related occupations, building and grounds cleaning and maintenance occupations, food preparation and serving-related occupations, personal care and service occupations, and farming, fishing, and forestry occupations. Employment in these eight major occupational groups totaled nearly 7.3 million jobs in May 2018, accounting for over two-fifths (42.6 percent) of total employment.

[1] The minimum wage in California rose to \$12 an hour on January 1, 2019.

- California's labor market is characterized by regional inequalities, and more particularly, coastal and inland areas of the state. Coastal areas are narrowly defined as those California counties that border the Pacific Ocean or San Francisco Bay, and inland areas include those counties that do not. As such, coastal areas include large

metropolitan areas such as San Diego, Los Angeles, San Jose, San Francisco, and Oakland. The Sacramento and Inland Empire metropolitan areas are included among inland areas even though their economies are interconnected with and share many of the same characteristics of the large, urban coastal areas of the state.

- According to annual average data from the Quarterly Census of Employment and Wages (QCEW), 12.4 million, or nearly three-quarters (73.3 percent), of California's nearly 17 million wage and salary jobs were in coastal areas of California in 2018. Employment in inland areas totaled 3.7 million jobs, of which close to two-fifths were in the Riverside-San Bernardino and Sacramento metropolitan areas combined.
- Inland areas experienced slightly faster job growth than coastal areas from 2010 through 2018. Whereas wage and salary jobs in inland areas grew by 21.7 percent over this eight-year period, they grew by 19.5 percent in coastal areas. Inland areas excluding the Riverside-San Bernardino and Sacramento metropolitan areas grew at a slightly slower rate of 20.2 percent.
- Annual average pay levels were much higher in coastal areas than inland areas of the state over the 2010 through 2018 period. The average annual pay in coastal areas was \$75,100 in 2018, compared to \$48,400 in inland areas. The pay discrepancy was even wider in inland areas if the Riverside-San Bernardino and Sacramento metropolitan areas are omitted from inland areas. Average annual pay in inland areas excluding these two areas was just \$33,100 in 2018. That said, the cost of living, and more particularly housing and lodging, tend to be much higher in coastal areas than inland areas of the state.
- Wages and salaries grew at a faster rate in coastal areas than inland areas over the 2010-2018 period. Average annual pay increased by \$18,000, or 31.5 percent, in coastal areas from 2010 through 2018, compared to \$7,700, or 18.8 percent, in all inland areas, and \$4,800, or 17.2 percent, in inland areas excluding the Sacramento and Riverside-San Bernardino metropolitan areas.
- In October 2010, when unemployment was near its peak, unemployment rates ranged from a high of 23.8 percent in construction to a low of 3.8 percent in public administration. This was a range of 20.0 percentage points. Unemployment rates improved across industry sectors over the October 2010-2019 period. In October 2019, unemployment rates ranged from a high of 13.5 percent in agriculture, forestry, and hunting to a low of 2.0 percent in financial activities. This was a range of 11.5 percentage points. The range was even narrower in nonfarm industries, from a high of 5.1 percent in mining to a low of 2.0 percent in financial activities, a difference of just 3.1 percentage points.
- In October 2010, seven industry sectors had unemployment rates higher than 10.0 percent. In contrast, the very seasonal agriculture, forestry, and hunting sector (13.5 percent) was the only industry sector that had an unemployment rate of over 10.0 percent in October 2019. Four nonfarm industry sectors had unemployment rates of 4.0 percent or higher: mining (5.1 percent), wholesale and retail trade (4.4 percent), construction (4.3 percent), and manufacturing (4.0 percent). Five nonfarm sectors had unemployment rates below 3.0 percent: other services (2.8 percent), public

administration (2.7 percent), educational and health care services (2.6 percent), information (2.5 percent), and financial activities (2.0 percent).

- A comparison of October 2010 and October 2019 industry sector unemployment rates suggest that workers in goods producing industry sectors such as construction and manufacturing or consumer-spending sensitive industries such as leisure and hospitality and wholesale and retail trade are among the most vulnerable in times of recession.
- In October 2010, occupational unemployment rates ranged from a high of 27.0 percent in construction and extraction occupations to a low of 6.7 percent in professional and related occupations. This was a range of 20.3 percentage points. Unemployment rates improved across occupational groups over the October 2010-2019 period. In October 2019, occupational unemployment rates in the nonfarm economy ranged from a high of 5.6 percent in construction and extraction occupations to a low of 2.0 percent in management, business, and financial occupations, which was a difference of 3.6 percentage points.
- In October 2010, eight of the ten major occupational groups had unemployment rates higher than 10.0 percent. In contrast, farming, fishing, and forestry occupations (17.9 percent), which tend to be highly seasonal in nature, was the only occupational group with an unemployment rate over 10.0 percent in October 2019. Four additional occupational groups had unemployment rates of 4.0 percent or more: construction and extraction occupations (5.6 percent), transportation and material moving occupations (5.2 percent), production occupations (4.1 percent), and sales and related occupations (4.0 percent). In contrast, three occupational groups had unemployment rates below 3.0 percent: installation, maintenance, and repair occupations (2.9 percent); professional and related occupations (2.7 percent); and management, business, and financial occupations (2.0 percent). Generally speaking, unemployment rates were higher in lower-skill occupations and lower in higher skill ones.
- Educational attainment plays a key role in determining labor market outcomes. Unemployment rates tend to be strongly correlated with educational attainment. As a rule, groups with lower educational attainment are more susceptible to unemployment than are more highly educated groups. Unemployment rates tend to get progressively higher the lower one's educational attainment and progressively lower the higher one's educational attainment. Those with lower educational attainment tend to cluster in low-wage and low-skill industry sectors and more highly educated persons cluster in higher paying and high-skill industries and occupations.
- In October 2010, when unemployment was near its peak, the highest unemployment rate of Californians age 25 and older[1] was among those who had not completed high school at 15.9 percent, followed by 13.0 percent among high school graduates who did not attend college, and 12.4 percent among those who had attended some college but had not earned a degree. In contrast, the unemployment rate among those with an associate degree was 8.5 percent and 6.2 percent among those who had a bachelor's degree or higher.
- The range between the educational attainment groups with the highest and lowest unemployment rates was 9.7 percentage points in October 2010. The unemployment

rates of all educational attainment groups fell substantially over the course of the expansion to the point where just 3.4 percentage points separated the highest and lowest unemployment rates of the major educational attainment groups in October 2019. Nevertheless, those with less educational attainment experienced progressively higher unemployment rates than those with more educational attainment in October 2019. The unemployment rates of those who did not complete high school and those who were high school graduates only were 6.0 and 3.9 percent, respectively, in October 2019. In contrast, the unemployment rates of those with an associate Degree and those who had obtained a bachelor's degree or higher were 3.1 and 2.6 percent, respectively.

- About one-third (32.8 percent) of working Californians over the age of 25 had either not completed high school or had a high school diploma only in October 2019. These workers were clustered in six industry sectors. Wholesale and retail trade (14.1 percent) employed the largest share of workers with a high school diploma or less, followed by construction (13.3 percent), educational and health services (11.0 percent), professional and business services (10.9 percent), leisure and hospitality (10.9 percent), and manufacturing (10.8 percent). As a group, these six industry sectors employed 71.0 percent of all workers who had a high school diploma or less.
- Retail trade employed four-fifths of the workers with a high school diploma or less in the wholesale and retail trade sector. In the professional and business services sector, three-quarters of the workers with a high school diploma or less were employed in the low-wage administrative and support and waste services subsector. Although agricultural, forestry, fishing, and hunting employed just 5.6 percent of those with a high school diploma or less in October 2019, nearly four-fifths (78.3 percent) of the workers in this sector had a high school diploma or less. About half of the workers in this sector over the age of 25 had not completed high school.
- Nearly half (49.2 percent) of California workers age 25 and over with an associate degree or higher worked in either the professional and business services or educational and health care services sectors. The high wage financial activities and information sectors employed an additional 11.8 percent of all workers with an associate degree or higher. Four-fifths of the workers with an associate degree or higher in the professional and business services sector were employed in the high-wage professional, scientific, and technical services sector. Within educational and health services, 46.2 percent of workers with an associate degree or higher worked in the health care industries, and 44.6 percent worked in educational services.
- California's employment, unemployment, and GDP data painted a picture of a strong economy with healthy labor markets as of October 2019, with employment continuing to grow at a solid pace and unemployment continuing to fall. The state's year-over job growth was broad-based across regions and most industries, with little signs of weakening in any particular industry or region. Similarly, GDP data from the second quarter of 2019 showed that the prevailing trend of economic growth in California was continuing.
- Nevertheless, a growing number of economists were warning of increasing risks that the U.S. economy, and the California economy with it, would slow or even tip into recession

in late 2020 or in 2021, citing a slowing global economy, weak business spending, and trade policy uncertainty as specific concerns. In other words, the economic outlook was more opaque than available labor market data might suggest.

- At 116 months of age, California's February 2010-October 2019 employment expansion was already the state's longest of the post-World War II era, exceeding the 113-month expansion that occurred during the 1960s. The third and fourth longest employment expansions in California lasted 92 and 91 months, respectively. Each economic downturn is caused by a unique combination of economic factors and not by its duration. However, if history serves as a guide, there would appear to be a significant possibility that the California economy will slow and even enter a downturn during the lifespan of this State Plan.

[1] Persons under the age of 25 are excluded from the analysis to filter those who are still attending school from the analysis.

This section provides an overview of California's population, and more particularly its working age population, and the target populations that the WIOA is intended to serve.

- According to 12-month average data from the CPS, California's population totaled 39.2 million in October 2019, making it the most populous state in the nation.
- Women made up over half (50.6 percent) of the state's population and men just 49.4 percent. Women made up 55.4 percent of Californians age 65 and over, compared to just 44.6 percent who were men.
- Whites, including Hispanics who self-identify as White, were the largest racial group, making up 72.2 percent of California's population in October 2019. Asians (16.0 percent) were the second largest racial group in October 2019, followed by African Americans (6.3 percent), persons with two or more races (3.5 percent), and American Indians, Alaskan Natives, Native Hawaiians, and Pacific Islanders (2.0 percent).
- Younger Californians tended to be much more racially and ethnically diverse than older Californians. Whites made up 75.7 percent of Californians age 65 and over, compared to 70.7 percent of youths age 16 to 24 and 72.4 percent of those age 0 to 15. Persons of two or more races made up 6.1 percent of the 0 to 15 age cohort, 5.7 percent of the 16 to 24 age cohort, and 3.2 percent of Californians age 25 to 34. In contrast, just 1.4 percent of persons age 65 and over was of mixed race. The share of African Americans was more or less consistent across age cohorts, as was the share among Asians, apart from the 0 to 15 age cohort, which had a lower (13.1 percent) share than those age 16 and over (16.8 percent).
- Nearly two-fifths (38.7 percent) of Californians were of Hispanic ethnicity, but there were large differences between younger and older workers. Latinos made up over half (51.8 percent) of all Californians age 0 to 15, nearly half (47.8 percent) of youths age 16 to 24, and two-fifths of those age 25 to 44. In contrast, only one out of five (19.7 percent) Californians age 65 and over was Latino as were 29.4 percent of those age 55 to 64.
- QuickFacts from the U.S. Census indicate that non-Hispanic Whites made up just 36.8 percent of Californians total population in July 2018.

- Asians were the fastest growing racial or ethnic group in California over the five year-period from October 2014 through October 2019. The Asian population grew by just over one million persons over this period, which was an increase 19.3 percent. In October 2014, 13.8 percent of Californians were Asian. This share rose to 16.0 percent in October 2019. People of more than one race were the next fastest segment of the population, growing by 11.4 percent (140,000 persons), followed by Hispanics at 3.2 percent (475,000), and African Americans at 1.7 percent (40,000 persons). In contrast, the number of White Californians fell slightly by 0.1 percent (34,000 persons) over the five-year period.
- California's foreign-born population totaled nearly 10.3 million persons in October 2019. One out of every four (26.2 percent) Californians was foreign-born. Over half (52.4 percent) of foreign-born Californians were naturalized U.S. citizens, compared to 47.6 percent who were not citizens. The population of foreign-born persons of Central American origin totaled around 4.8 million, making up 46.5 percent of all California's immigrants. The population of Mexican-born persons alone totaled around 4 million in October 2019, comprising nearly two-fifths (38.6 percent) of all foreign-born Californians. The population of persons of Asian and Middle Eastern origin totaled a little over 4 million, accounting for nearly two-fifths (39.1 percent) of California's foreign-born.

**Table 12**

**Demographic Characteristics of Californians By Age**  
(October 2019; 12-Month Average of Current Population Survey Data)

	All Ages Number	0 to 15 Number	16 to 24 Number	25 to 34 Number	35 to 44 Number	45 to 54 Number	55 to 64 Number	65 and over Number
<b>All Demographic Groups</b>	<b>39,203,000</b>	<b>7,949,000</b>	<b>4,556,000</b>	<b>5,916,000</b>	<b>5,295,000</b>	<b>5,050,000</b>	<b>4,657,000</b>	<b>5,781,000</b>
Male	19,349,000	4,063,000	2,311,000	2,970,000	2,668,000	2,510,000	2,249,000	2,580,000
Female	19,854,000	3,886,000	2,245,000	2,946,000	2,628,000	2,540,000	2,408,000	3,201,000
Native-Born	28,951,000	7,949,000	4,556,000	5,916,000	5,295,000	5,050,000	4,657,000	5,781,000
Foreign-Born	10,253,000	7,645,000	4,008,000	4,380,000	3,221,000	2,787,000	2,944,000	3,967,000
Naturalized Citizen	5,375,000	304,000	547,000	1,536,000	2,074,000	2,264,000	1,713,000	1,814,000
Not a Citizen	4,877,000	54,000	149,000	480,000	942,000	1,272,000	1,109,000	1,369,000
White only	28,309,000	5,759,000	3,219,000	4,085,000	3,834,000	3,624,000	3,415,000	4,373,000
African American only	2,475,000	500,000	269,000	477,000	286,000	313,000	326,000	303,000
Asian only	6,279,000	1,040,000	709,000	1,027,000	915,000	902,000	739,000	947,000
American Indian, Alaskan Native, Hawaiian, Pacific Islander	773,000	166,000	99,000	136,000	128,000	84,000	82,000	78,000
More than One Race	1,366,000	483,000	259,000	191,000	132,000	128,000	95,000	79,000
Hispanic/Latino	15,165,000	4,118,000	2,178,000	2,395,000	2,141,000	1,823,000	1,371,000	1,139,000
Non-Hispanic	24,038,000	3,831,000	2,377,000	3,521,000	3,154,000	3,227,000	3,285,000	4,642,000
	All Ages Age Cohort Share (%)	0 to 15 Age Cohort Share (%)	16 to 24 Age Cohort Share (%)	25 to 34 Age Cohort Share (%)	35 to 44 Age Cohort Share (%)	45 to 54 Age Cohort Share (%)	55 to 64 Age Cohort Share (%)	65 and over Age Cohort Share (%)
<b>All Demographic Groups</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Male	49.4%	51.1%	50.7%	50.2%	50.4%	49.7%	48.3%	44.6%
Female	50.6%	48.9%	49.3%	49.8%	49.6%	50.3%	51.7%	55.4%
Native-Born	73.8%	96.2%	88.0%	74.0%	60.8%	55.2%	63.2%	68.6%
Foreign-Born	26.2%	3.8%	12.0%	26.0%	39.2%	44.8%	36.8%	31.4%
Naturalized Citizen	13.7%	0.7%	3.3%	8.1%	17.8%	25.2%	23.8%	23.7%
Not a Citizen	12.4%	3.1%	8.7%	17.9%	21.4%	19.6%	13.0%	7.7%
White only	72.2%	72.4%	70.7%	69.1%	72.4%	71.8%	73.3%	75.7%
African American only	6.3%	6.3%	5.9%	8.1%	5.4%	6.2%	7.0%	5.2%
Asian only	16.0%	13.1%	15.6%	17.4%	17.3%	17.9%	15.9%	16.4%
American Indian, Alaskan Native, Hawaiian, Pacific Islander	2.0%	2.1%	2.2%	2.3%	2.4%	1.7%	1.8%	1.4%
More than One Race	3.5%	6.1%	5.7%	3.2%	2.5%	2.5%	2.0%	1.4%
Hispanic/Latino	38.7%	51.8%	47.8%	40.5%	40.4%	36.1%	29.4%	19.7%
Non-Hispanic	61.3%	48.2%	52.2%	59.5%	59.6%	63.9%	70.6%	80.3%

**Source:** Employment Development Department

- Two-fifths (40.3 percent) of all Californians age 35 to 64 were foreign-born in October 2019, with persons in the 45 to 54 age cohort having the highest share of foreign-born at 44.8 percent. Persons over the age of 55 were slightly less likely to be foreign-born. The foreign-born share of persons in the 55 to 54 and 65 and over age cohorts was 36.8 and 31.4 percent, respectively. Younger Californians were less likely to be foreign-born. The foreign-born share among those age 0 to 15 was just 3.8 percent, 12.0 percent among youths age 16 to 24, and 26.0 percent in the 25 to 34 age cohort.
- California's foreign-born population grew faster than the native-born population over the five-year period from October 2014 through October 2019. Whereas the number of foreign-born grew by 598,000 persons, or 6.2 percent, over this period, the number of native-born Americans grew by 549,000, or 1.9 percent.
- Nearly two-fifths (37.5 percent) of Californians age 25 and older had a bachelor's degree or higher in October 2019 and an additional 9.1 percent had earned an associate degree.



In numerical terms, nearly 10 million Californians had earned a bachelor's degree or higher and 1.3 million had earned an associate degree.

- In contrast, a little less than one-quarter (23.5 percent) of Californians over the age of 25 ended their education with a high school diploma and one out of every seven (14.2 percent) never graduated high school. The combined share of those who had not completed high school or graduated high school only was 37.4 percent in October 2019, or nearly identical to that of those with a bachelor's Degree or higher (37.5 percent).
- Educational attainment patterns varied considerably between racial and ethnic groups in October 2019.
- Asians tended to have the highest educational attainment among California racial and ethnic groups. Two-thirds (66.2 percent) of California Asians over the age of 25 had an associate degree or higher. Nearly three-fifths (58.4 percent) had a bachelor's degree or higher.
- Hispanics tended to have the lowest educational attainment among California racial and ethnic group, in large part due to immigration patterns. Over three-fifths (62.2 percent) of California Hispanics age 25 or older had not graduated high school or had only graduated high school. The shares of those who never completed high school (32.1 percent) and high school diploma holders (30.1 percent) were roughly similar.

**Table 13**



**Demographic Characteristics of Californians By Educational Attainment (Age 25 and Over)**  
(October 2019; 12-Month Average of Current Population Survey Data)

	All Educational Attainment Groups	Did Not Complete High School	High School Diploma, No College	H.S. Graduate, Some College	Associate Degree	Bachelor's Degree or Higher
	Number	Number	Number	Number	Number	Number
<b>All Demographic Groups</b>	26,689,000	3,785,000	6,184,000	4,303,000	2,419,000	9,997,000
Male	12,954,000	1,842,000	3,111,000	2,082,000	1,083,000	4,836,000
Female	13,734,000	1,943,000	3,073,000	2,221,000	1,336,000	5,162,000
White only	19,321,000	3,109,000	4,724,000	3,222,000	1,738,000	6,527,000
African American only	1,708,000	147,000	422,000	406,000	206,000	527,000
Asian only	4,528,000	367,000	715,000	448,000	353,000	2,645,000
American Indian, Alaskan Native, Hawaiian, Pacific Islander	507,000	73,000	181,000	105,000	62,000	87,000
More than One Race	624,000	89,000	143,000	122,000	60,000	211,000
Hispanic/Latino	8,862,000	2,843,000	2,667,000	1,322,000	652,000	1,823,000
Non-Hispanic	17,826,000	942,000	3,517,000	2,981,000	1,767,000	3,227,000
Native-Born	16,949,000	956,000	4,002,000	3,384,000	1,799,000	6,807,000
Foreign-Born	3,829,000	2,066,000	1,046,000	301,000	149,000	268,000
Mexico	3,829,000	2,066,000	1,046,000	301,000	149,000	268,000
Central America/Caribbean	820,000	319,000	232,000	97,000	57,000	114,000
Rest of the World	5,091,000	443,000	904,000	521,000	415,000	2,806,000
	All Educational Attainment Groups	Did Not Complete High School	High School Diploma, No College	H.S. Graduate, Some College	Associate Degree	Bachelor's Degree or Higher
	Share (%) of Demographic Group	Share (%) of Demographic Group	Share (%) of Demographic Group	Share (%) of Demographic Group	Share (%) of Demographic Group	Share (%) of Demographic Group
<b>All Demographic Groups</b>	--	14.2%	23.2%	16.1%	9.1%	37.5%
Male	--	14.2%	24.0%	16.1%	8.4%	37.3%
Female	--	14.1%	22.4%	16.2%	9.7%	37.6%
White only	--	16.1%	24.5%	16.7%	9.0%	33.8%
African American only	--	8.6%	24.7%	23.8%	12.1%	30.9%
Asian only	--	8.1%	15.8%	9.9%	7.8%	58.4%
American Indian, Alaskan Native, Hawaiian, Pacific Islander	--	14.4%	35.6%	20.7%	12.2%	17.2%
More than One Race	--	14.2%	22.9%	19.5%	9.6%	33.8%
Hispanic/Latino	--	32.1%	30.1%	14.9%	7.4%	15.6%
Non-Hispanic	--	5.3%	19.7%	16.7%	9.9%	48.4%
Native-Born	--	5.8%	23.6%	19.9%	10.5%	40.2%
Foreign-Born	--	29.7%	22.5%	9.1%	6.4%	32.4%
Mexico	--	54.0%	27.3%	7.9%	3.9%	7.0%
Central America/Caribbean	--	39.0%	28.3%	11.8%	7.0%	13.9%
Rest of the World	--	8.7%	17.8%	10.2%	8.1%	55.2%

**Source:** Employment Development Department

- The share of Whites and African Americans over the age of 25 who had an associate degree or higher were nearly identical at 42.8 and 42.9 percent, respectively, but a slightly higher share of Whites than African Americans had a bachelor's degree or higher and a slightly higher share of African Americans than Whites had an associate degree.
- Native-born Americans tended to have higher educational attainment than foreign-born immigrants, but the story is much more complex below the surface. A little over half of native-born Americans over the age of 25 had an associate degree or higher. Two-fifths had a bachelor's degree or higher. In contrast, just 29.3 percent of native-born

Americans had never completed high school or graduated high school only. In sharp contrast, over half (52.8 percent) of foreign-born Californians had either never completed high school or was a high school graduate only. Three out of every 10 (29.7 percent) had never completed high school. Yet at the same time, nearly two-fifths (38.7 percent) had an associate degree or higher.

- More detailed analysis shows that the existence of a land bridge from an immigrant's country of origin to the California plays an influential role in determining the educational attainment status of immigrant groups. The high costs associated with having to cross an ocean to enter California is a barrier to entry for lower educational attainment groups.
- Over four-fifths (81.3 percent) of foreign born Californians over the age of 25 who were born in Mexico had a high school diploma or less in October 2019, compared to just 10.9 percent who held an associate degree or higher. Over half of Mexican-born Californians had not completed high school. Similarly, over two-thirds (67.3 percent) of foreign-born Californians of Central American or Caribbean origin had a high school diploma or less.
- In sharp contrast, over three-fifths (63.3 percent) of Californians over the age of 25 who were born in the rest of the world (Asia, Middle East, Europe, South American and Africa) had an associate degree or higher in October 2019. Those with a bachelor's degree or higher accounted for 55.2 percent of these immigrants. A little more than one-quarter (26.5 percent) had a high school diploma or less. Less one-tenth (8.7 percent) had not completed high school.
- The number of Californians age 25 and over who had a bachelor's degree or higher grew by nearly 1.5 million, or 3.0 percent, over the five-year period from October 2014 through October 2019. This was the largest increase in both number and percent among the five major educational attainment share. The share of holders of a bachelor's degree or higher amongst Californians age 25 and older grew from 34.5 percent in October 2014 to 37.5 percent in October 2019. The share of high school graduates with no college and associate degree holders each grew by 0.2 percentage point over the same five-year period.
- In contrast, the number of Californians age 25 and over who never completed high school fell by 152,000 persons, or 1.7 percent, from October 2014 through October 2019. Those who had graduated high school and had attended some college but did not receive a degree experienced a comparable decrease. Their number fell by 154,000 persons, or 1.8 percent, over the same five-year period.
- According to the U.S. Census Bureau, 1.6 million veterans resided in California in October 2019. The state of California accounted for 8.5 percent of the nation's 18.9 million veterans. In terms of year-over trends, the state experienced a decrease of roughly 121,000 veterans from October 2018 to October 2019.
- In October 2019, two out of every three veterans in the Golden State were 55 years and older. Two-fifths were age 70 and older. In contrast, 362,000 (22.7 percent) of the state's veterans were between the ages of 35 and 54. The 18 to 34 age group made up the smallest share of the state's veterans, numbering 157,000 (9.9 percent).

- Thirty percent (482,000) of California's veterans served during the Vietnam era (August 1964 to April 1975). About one-third of the state's veterans served in one of the two Gulf wars, including 228,000 veterans who served in the first Gulf War I (August 1990 to August 2001) and 297,000 who served in the second Gulf War and Afghanistan era (September 2001 or later). In addition, nearly 282,000 California veterans served between May 1975 and July 1990.
- California's 143,000 women veterans made up 9.0 percent of the state's veterans population in October 2019. Over one-third (34.5 percent) of women veterans served in the second Gulf War and over one-fifth (21.4 percent) served in the second Gulf War and Afghanistan era. Nine out of every ten military veterans in California were men in October 2019.
- California's civilian labor force included 6.3 million foreign-born workers in October 2019. The number of employed immigrants grew by 392,000 persons over the five-year period from October 2014 to October 2019), which was a byproduct of the state's current economic expansion. In addition, the number of unemployed immigrants fell 164,000 persons over the same five-year period and their unemployment rate dropped from 6.6 percent to 3.8 percent.
- The industry sectors and subsectors that employed the largest numbers of foreign-born workers in October 2019 were health care and social assistance, professional and technical services, accommodation and food services, and construction, each of which employed over 500,000 foreign-born workers. One out of every five (20.3 percent) foreign-born workers was employed in either the health care and social assistance (11.4 percent) or accommodation and food services (8.9 percent) subsectors. The retail trade; durable goods manufacturing; management, administrative and waste services; transportation and warehousing; other services; and educational services subsectors each employed over 300,000 foreign born workers as well.
- Six occupational groups employed more than 400,000 foreign-born workers held in October 2019, including: management occupations (553,000), office and administrative support occupations (514,000), building and grounds maintenance occupations (460,000), construction and extraction occupations (455,000), transportation and material moving occupations (453,000), and sales and related occupations (449,000). Nearly half (47.9 percent) of California's foreign-born workers held jobs in these six occupational groups combined. The types of jobs included in these occupational groups ranged from public relations manager to building cleaning workers to construction trades workers) to sales representatives to metal or plastic machinist workers, to name just a few.
- Four additional occupational groups employed over 300,000 foreign-born workers: production occupations (389,000), food preparation and serving related occupations (370,000), computer and mathematical science occupations (368,000), and personal care and service occupations (360,000). One-quarter (24.7 percent) of the state's foreign-born workers held jobs in one of these four occupational groups.
- The federal government, adopting the definition set forth in the Americans with Disabilities Act (ADA), defines a person with a disability as any person who has a

physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment. Examples of major life activities include: walking, talking, seeing, breathing, performing manual tasks, or caring for oneself.

- According to 12-month average data from the Current Population Survey, there were 2.9 million people with a disability in the state of California in October 2019. They comprised 9.3 percent of California's working age population.
- Persons with disabilities can have more than one type of disability. The most commonly cited type of disability was having difficulty walking or climbing stairs (1,736,000 persons) was the most commonly cited type of disability in October 2019, followed by difficulty doing errands (1,253,000 persons), having difficulty remembering or making decisions (964,000 persons), deafness or serious difficulty hearing (787,000 persons), difficulty dressing or bathing (692,000), and blindness or difficulty seeing without glasses (408,000).
- The likelihood that a person has a disability is strongly correlated with advancing age. For example, only one out of every 25 (4.1 percent) of working age Californians under the age of 55 reported that they had a disability in October 2019 compared to one out of every five (19.5 percent) Californians age 55 and over. Nearly two-fifths (38.2 percent) of Californians age 75 and over had a disability.
- One-third (32.5 percent) of Californians with a disability were age 75 and over in October 2019. Over half (52.1 percent) of all Californians with a disability were age 65 and over, and seven out of every 10 (70.5 percent) were age 55 and over. In contrast, just one out every nine (11.3 percent) Californians who had a disability was less than 35 years of age, and less than one-fifth (18.4 percent) were less than 45.

**Table 14**

**Californians With Disabilities by Age and Type of Disability**  
(October 2019; 12-Month Average Current Population Survey Data)

	<u>All Ages Number</u>	<u>16 to 24 Number</u>	<u>25 to 34 Number</u>	<u>35 to 44 Number</u>	<u>45 to 54 Number</u>	<u>55 to 64 Number</u>	<u>65 to 74 Number</u>	<u>75 and Over Number</u>
<b>All Persons</b>	<b>31,254,000</b>	<b>4,566,000</b>	<b>5,903,000</b>	<b>5,282,000</b>	<b>5,036,000</b>	<b>4,653,000</b>	<b>3,355,000</b>	<b>2,461,000</b>
Doesn't Have a Disability	28,356,000	4,401,000	5,740,000	5,075,000	4,715,000	4,118,000	2,787,000	1,520,000
Has a Disability	2,898,000	164,000	163,000	207,000	321,000	535,000	568,000	941,000
<b>Share (%) of Age Cohort Having a Disability</b>	<b>9.3%</b>	<b>3.6%</b>	<b>2.8%</b>	<b>3.9%</b>	<b>6.4%</b>	<b>11.5%</b>	<b>16.9%</b>	<b>38.2%</b>
<b>Type of Disability</b>								
Difficulty Walking or Climbing Stairs	1,736,000	36,000	52,000	105,000	181,000	344,000	369,000	648,000
Difficulty Doing Errands	1,253,000	87,000	70,000	86,000	130,000	195,000	196,000	490,000
Difficulty Remembering or Making Decisions	964,000	121,000	84,000	96,000	113,000	163,000	122,000	266,000
Deafness or Serious Difficulty Hearing	787,000	15,000	20,000	30,000	50,000	109,000	161,000	403,000
Difficulty Dressing or Bathing	692,000	35,000	25,000	41,000	68,000	124,000	114,000	286,000
Blindness or Difficulty Seeing Without Glasses	408,000	9,000	16,000	19,000	41,000	78,000	73,000	171,000

**Age Distribution of Persons Who Have a Disability**

	<u>All Ages Share (%)</u>	<u>16 to 24 Share (%)</u>	<u>25 to 34 Share (%)</u>	<u>35 to 44 Share (%)</u>	<u>45 to 54 Share (%)</u>	<u>55 to 64 Share (%)</u>	<u>65 to 74 Share (%)</u>	<u>75 and Over Share (%)</u>
<b>All Types of Disabilities</b>	<b>100.0%</b>	<b>5.7%</b>	<b>5.6%</b>	<b>7.1%</b>	<b>11.1%</b>	<b>18.5%</b>	<b>19.6%</b>	<b>32.5%</b>
<b>Type of Disability</b>								
Difficulty Walking or Climbing Stairs	100.0%	2.1%	3.0%	6.0%	10.4%	19.8%	21.3%	37.4%
Difficulty Doing Errands	100.0%	6.9%	5.5%	6.9%	10.3%	15.5%	15.6%	39.1%
Difficulty Remembering or Making Decisions	100.0%	12.6%	8.7%	9.9%	11.7%	16.9%	12.6%	27.6%
Deafness or Serious Difficulty Hearing	100.0%	1.9%	2.5%	3.8%	6.3%	13.8%	20.4%	51.2%
Difficulty Dressing or Bathing	100.0%	5.0%	3.5%	5.9%	9.9%	17.9%	16.5%	41.3%
Blindness or Difficulty Seeing Without Glasses	100.0%	2.1%	4.0%	4.6%	10.0%	19.2%	17.9%	42.0%

Source: U.S. Census Bureau; Employment Development Department

- The strong relationship between advancing age and the incidence of having a disability held true across types of disability, but was most pronounced among those who were deaf or had serious difficulty hearing. Over half (51.2 percent) of the Californians who had serious difficulty hearing were age 75 or over, and 85.5 percent were age 55 and over. Persons age 65 and over comprised over half of those with a disability for every other type of disability except having difficulty remembering or making decisions. Just two-fifths of Californians who had difficulty remembering or making decisions were age 65 and over.
- Some types of disabilities were more prevalent among younger Californians age 16 to 45 than were others. Nearly one-third (31.2 percent) of Californians who had difficulty remembering or making decisions was less than 45, as were one-fifth (19.4 percent) of those who had difficulty doing errands, and about one out every seven (14.5 percent) of those who had difficulty dressing or bathing.
- Based on a 12-month average of CPS data, the unemployment rate for persons with disabilities in California's civilian labor force was 8.9 percent in October 2019, which

was more than twice as high as the 3.9 percent rate among persons who did not have a disability. However, the unemployment rate for persons with disabilities decreased over the last six years, from 15.9 percent in October 2013 to 8.9 percent in October 2019. This was a decrease of 7.0 percentage points.

- Persons who had difficulty remembering or making decisions had the highest unemployment rate at 17.7 percent in October 2019, followed by those who had difficulties doing errands (11.6 percent), and those who had difficulty dressing or bathing (9.5 percent). Unemployment rates among persons with other types of disability were lower than the 8.9 percent rate for all Californians having a disability. The unemployment rate among those who had difficulty walking or climbing stairs was 8.2 percent in October 2019; 6.7 percent among those who were blind or had difficulty seeing without glasses; and 5.5 percent among those who were deaf or had serious difficulty hearing.
- In October 2019, 42.9 percent people with disabilities persons over the age of 25 who participated in California's civilian labor force had an associate degree or higher. Nearly one-third (31.9 percent) had a bachelor's degree compared to 11.0 percent who had attained an associate degree. Persons with disabilities and those without in California's civilian labor force had comparable levels of educational attainment, with the largest difference being between the shares of those with a bachelor's degree or higher. The shares of persons with disabilities and those without them age 25 and above and who had a bachelor's degree or higher were 35.2 and 31.9 percent, respectively, which was a difference of 3.3 percentage points.
- Although people with disabilities often face unique challenges, particularly in rural areas, in getting to work due to limited transportation options, data that document the scope of this problem this are hard to come by. That said, the U.S. Census Bureau's American Community Survey (ACS) has limited transportation-to-work data that are available.
- According to the ACS, nearly four-fifths (78.8 percent) of Californians with disabilities got to work by car, truck, or van in 2017. In contrast, over four-fifths (84.4 percent) of persons without a disability did so. Persons with disabilities were more apt than those who did not have disability to work at home (8.2 to 5.9 percent), take a bus or trolley to work (5.0 percent to 3.1 percent), or walk to work (3.0 percent to 2.4 percent).
- There were only subtle differences in travel times to work among persons with disabilities and those who did not have them. Over half of the persons in both groups who did not work at home got to work in less 30 minutes, although the share of persons having a disability (56.5 percent) was slightly higher than those without a disability (55.9 percent). At the same time, a slightly higher share of persons with disabilities (13.7 percent) took more than one hour to get to work than persons without a disability (12.6 percent).
- According to 12-month average CPS data from October 2019, workers between the ages of 16 and 24 made up 11.6 percent of California's civilian labor force. The youth age cohort's percent share of the labor force decreased by 2.0 percentage points over the five-year period from October 2014 to October 2019. This decline was the result of the increased shares of other age cohorts actively participating in the state's labor force.

- The unemployment rate for 16 to 24 year olds was 9.1 percent in October 2019. The youth unemployment rate was 10.6 percent in January 2007, which was before the start of the recession, it rose steeply during the recession and peaked at 23.4 percent in September 2010, after which it fell steadily over the course of the expansion. In October 2019, the youth unemployment rate was 14.3 percentage points lower than its recessionary peak.
- Two-fifths (40.3 percent) of California's 2.0 million working youths were employed in either the accommodation and food services (438,000 or 21.3 percent) or retail trade (388,000 or 18.9 percent) subsectors in October 2019. Younger workers were generally a good fit for the jobs in these subsectors such as retail salespersons, cashiers, or recreation attendants because they acquired basic skills in mathematics and effective communication before entering the workforce.
- From an occupational perspective, close to half (48.7 percent) of California's younger workers held jobs in just three major occupational groups, each of which employed over 300,000 youths in October 2019. Office and administrative support occupations (16.7 percent) employed the largest share of youths, followed by sales and related occupations (16.5 percent), and food preparation and serving related occupations (15.5 percent). The types of jobs in these occupational groups included office assistants, cashiers, and fast food workers.
- Among the 2.3 million youth that did not participate in the state's labor force in October 2019, over four-fifths (83.4 percent) chose to attend school instead. An additional 6.4 percent cited the need to take care of house or family as the reason why they did not participate in the labor force. Less than five percent cited disability as the reason why they did not actively participate in the labor force.
- Migration is defined as the movement of people from one location to another permanent place of residence. The reasons why people migrate are due to push and pull factors. Push factors such as retirement, movement of a business, or lack of work often drive people from their current place of residence. A healthy economy and a pleasant climate are examples of pull factors that attract people to new locations.
- According to the most current data available from the U.S. Census Bureau's American Community Survey, 523,100 people migrated out of California in 2017 and 661,026 migrated in from another state. The number of people migrating out of the state increased by 8,400 people from 2016 to 2017. Migration into the Golden State increased 3,300 persons, from 657,700 in 2016 to 661,000 in 2017.
- In 2017, the Californians that moved out of the state tended to gravitate towards Texas (41,000), New York (34,300), and Washington (33,100). One out of every five (20.7 percent) Californians that migrated out of the state moved to one of these three states.
- California attracted 661,000 residents from across the country in 2017, the largest numbers of whom previously resided in the states of Texas (63,200), Arizona (59,200), Washington (52,500), and Oregon (50,100). One out of every three persons (34.0 percent) that migrated into California that year came from one of these four states.



- Barriers to employment refer to the attributes of job candidates such as their skills, experience, and work history that may hinder their chances of finding gainful employment. The challenging barriers that California's justice involved individuals often must overcome include a limited education, a lack of work experience, and negative stigmas when they try to find a job in today's economy.
- The Center for Economic and Policy Research contends that time behind bars often leads to a reduction in a worker's human capital. In particular, it limits a worker's ability to attain a formal education, gain on-the-job experience, and acquire and use soft skills such as customer relations in a work environment.
- In addition to these barriers, justice involved individuals who seek a job often lack the social networking skills that are necessary to acquire employment. Moreover, a criminal record often subjects justice involved individuals to legal restrictions that limit employment within specific industries as well as their ability to acquire professional licenses. Occupations that are often legally closed to justice involved individuals typically include those that require contact with children, certain healthcare professions, and jobs that provide security services.
- The U.S. Bureau of Justice Statistics estimated that there were 1.5 million prisoners under jurisdiction of state or federal authorities in the United States in 2017. Just over 1.4 million of these prisoners were men (92.5 percent) and 111,400 (7.5 percent) were women. Among the 1.3 million prisoners under state jurisdiction, 131,000, or one out of ten was in the state of California.
- Data from the California's Department of Corrections and Rehabilitation (CDCR) for persons on parole provides insight into the number of persons released from confinement in state prisons. This information helps to gauge the number of justice involved individuals that may have sought entry into the state's labor force within a given year. According to the latest data from CDCR, the total active parolee population increased from 43,814 to 47,370 from June 2016 to June 2018.
- According to the CDCR, nearly one out of every five (18.7 percent) persons on parole in California was 25 to 29 years old in June 2018. Persons on parole between the ages of 18 and 44 made up 70 percent of the active parolee population. Two out of every five persons on parole in the state were Hispanic in June 2018.
- The counties that had the largest concentrations of the state's 47,370 persons on parole in June 2018 were: Los Angeles (28.6 percent), San Bernardino (7.3 percent), Riverside (6.4 percent), San Diego (6.2 percent), Orange (5.9 percent), and Sacramento (4.2 percent). All other counties in the state combined accounted for 41.4 percent of the parolee population.
- The U.S. Public Health Service Act defines a homeless individual as an individual who lacks housing (without regard to whether the individual is a member of a family), including any individual whose primary residence during the night is a supervised public or private facility such as a shelter that provides temporary living accommodations, or is a resident in transitional housing.
- The U.S. Department of Housing and Urban Development (HUD) estimated that there were 553,800 homeless individuals in the U.S. in 2018, of whom 64.8 percent (358,400)



were sheltered and 35.2 percent (194,500) were unsheltered. Seven out of every ten (71 percent) of nation's homeless, or 392,900 persons, were over the age of 24. Between 2010 and 2018, the total number of homeless persons in the U.S. decreased by 13.2 percent, or 84,200 persons, from 2010 to 2018.

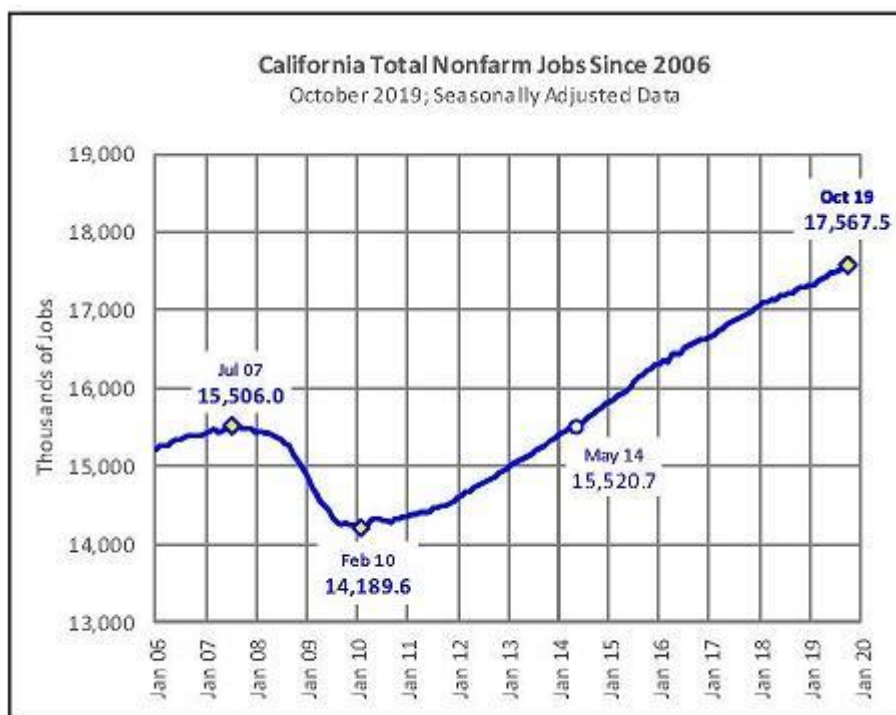
- HUD estimated that California's homeless population was 129,970 in 2018, of whom 89,540 were unsheltered and 40,430 were sheltered. California accounted for 23.5 percent of the nation's homeless population. Nearly half (46.0 percent) of all unsheltered homeless people in the U.S. were in California. The counties in the state that had the largest concentrations of homeless persons includes: Los Angeles (49,960), San Diego (8,580), and Santa Clara (7,250).
- According to HUD estimates, California's 1,560-person decrease in the number of homeless persons from 2017 to 2018 was the largest decrease of any state in the nation. Florida (1,160), Michigan (700), Hawaii (690), and Georgia (680) had the next largest year-over decreases.
- HUD estimated that in 2018, 33 out of every 10,000 people in the state of California had experienced homelessness. Among this population, 109,000 were individuals and 20,960 were people in families with children. In addition, 10,840 were veterans and 32,660 were chronically homeless individuals. Chronically homeless individuals are persons with a disability who have been continuously homeless for one year or more or have experienced at least four episodes of homelessness in the last three years where the combined length of time being homeless in those occasions is at least twelve months.
- With a real Gross Domestic Product of over \$2.7 trillion in the first quarter of 2019, a labor market with 19.4 million participants, and a nonfarm economy with nearly 17.6 million jobs in October 2019, California has the largest economy of any state in the nation.
- California has experienced nearly a decade of near continuous job growth, which has driven its unemployment rate to a record low level and the number of unemployed Californians to a thirty-year low. However, there is a good possibility California's employment expansion will end sometime during the life of this State Plan.
- California's labor market continues to experience a demographic transformation as the predominantly White and native-born baby boomer generation has aged and begun retiring from the labor force in large numbers, leaving the more racially and ethnically diverse millennial generation to take their place.
- California total nonfarm employment finally bottomed out in February 2010, marking the end of the Great Recession and the beginning of the state's current employment expansion.[1] California has experienced nearly continuous job growth since, losing jobs just seven times over the 116-month period from February 2010 through October 2019, and just three times over the 100-month period from June 2011 through October 2019.

With a duration of 116 months and counting, California's ongoing employment expansion is the state's longest of the post-World War II era.

- California gained a total of 3,377,900 nonfarm jobs from February 2010 through October 2019, an increase of 23.6 percent. Nonfarm employment grew at an annualized pace of 2.5 percent per year over the entire period.
- In May 2014, California recovered the 1,316,400 nonfarm jobs it lost during the Great Recession from July 2007 through February 2010 and job growth continued thereafter. By October 2019, the state had 2,061,500, or 13.1 percent, more nonfarm jobs than it had at the start of the recession in July 2007.

[1] Whereas U.S. economic business cycles are officially arbitrated and dated by the National Bureau of Economic Research (NBER) based on a basket of economic indicators, no such dating of business cycles occurs at the state level. This document uses peaks and troughs in total nonfarm employment to identify California recessions and employment expansions.

**Figure 1**



**Source:** Employment Development Department

- California's job gains during the expansion were broad-based across the economy, with 10 of the 11 major industry sectors adding jobs over the February 2010-October 2019 period. The largest job gains were in educational and health services (723,400), followed by professional and business services (698,200). Three additional industry sectors added more than 300,000 jobs over the period: leisure and hospitality (554,400); trade, transportation, and utilities (468,000); and construction (334,500). Two more added more than 100,000 jobs: government (192,200) and information (128,400). Manufacturing (97,300), other services (91,600), and financial activities (90,600) were the remaining industry sectors that added jobs over the course of the expansion. Mining and logging (-700), the state's smallest industry sector with just

22,900 jobs in October 2019, was the only California industry sector that lost jobs over the February 2010-October 2019 period.

- Five California industry sectors grew faster than the overall economy's 23.8 percent pace from February 2010 through October 2019: construction (58.8 percent), leisure and hospitality (37.4 percent), educational and health services (34.2 percent), professional and business services (34.0 percent) and information (30.0 percent). As a group, these five industry sectors encompassed a range of skill and pay levels, with the information and professional and business services sectors having a comparatively large share of high-skill jobs and high pay levels, educational and health services and construction having middle-skill jobs and pay levels, and leisure and hospitality having comparatively low-skill and low pay levels.
- Six of California's 11 major industry sectors added jobs at a slower pace than the overall economy from February 2010 through October 2019. Whereas other services (19.0 percent) and trade, transportation, and utilities (18.0 percent) added jobs at a pace within 6 percentage points of the overall economy's 23.8 percent gain, job growth in financial activities (11.9 percent), government (7.9 percent), manufacturing (7.8 percent), and mining and logging (-3.0 percent) lagged well below that of the overall economy.

**Table 1**

	February 2010	October 2018	October 2019	Expansion Feb. 2010-Oct. 2019		Year-Over Oct. 2018-Oct. 2019	
				Change in Number	Change in Percent	Change in Number	Change in Percent
<b>Total Nonfarm Jobs</b>	14,189.6	17,259.5	17,567.5	3,377.9	23.8%	308.0	1.8%
Mining and Logging	23.6	22.9	22.9	-0.7	-3.0%	0.0	0.0%
Construction	568.6	868.7	903.1	334.5	58.8%	34.4	4.0%
Manufacturing	1,246.2	1,331.9	1,343.5	97.3	7.8%	11.6	0.9%
Trade, Transportation, and Utilities	2,594.6	3,055.5	3,062.6	468.0	18.0%	7.1	0.2%
Information	427.9	555.1	556.3	128.4	30.0%	1.2	0.2%
Financial Activities	758.7	835.8	849.3	90.6	11.9%	13.5	1.6%
Professional and Business Services	2,054.7	2,690.3	2,752.9	698.2	34.0%	62.6	2.3%
Educational and Health Services	2,112.8	2,745.4	2,836.2	723.4	34.2%	90.8	3.3%
Leisure and Hospitality	1,482.0	1,987.6	2,036.4	554.4	37.4%	48.8	2.5%
Other Services	481.5	571.8	573.1	91.6	19.0%	1.3	0.2%
Government	2,439.0	2,594.5	2,631.2	192.2	7.9%	36.7	1.4%

Source: Employment Development Department, Current Employment Statistics

In support of the Workforce Innovation and Opportunity Act (WIOA), California is divided into 14 Regional Planning Units (RPUs), or regions, for the purposes of regional economic analysis.[1]

- California's regions vary greatly in size. The Los Angeles Basin Region, the state's largest, totaled 4.6 million nonfarm jobs in October 2019. Seven additional regions—Bay-Peninsula, Orange, Southern Border, Inland Empire, San Joaquin Valley, East Bay, and Capital—had more than one million jobs. In contrast, Ventura and North State Regions had fewer than 315,000 jobs and Humboldt and Middle Sierra Regions had less than 55,000 nonfarm jobs in October 2019.

- Because regional job totals are not seasonally adjusted, comparing like months of the calendar year is the only way to filter regular and recurring seasonal patterns of employment from the data. Comparing October 2009 job totals to October 2019 totals best captures job gains over the course of the expansion.
- California experienced broad-based regional nonfarm job growth over the course of its employment expansion, with each of the state's 14 regions adding jobs over the October 2009-October 2019 period. Not surprisingly, the largest job gains were in the state's largest regions. Los Angeles Basin Region (665,000) added the most jobs among regions over the 10-year period. Bay-Peninsula region, despite being only about half the size of Los Angeles Basin Region, was a close second, adding 633,000 jobs.
- Bay-Peninsula Region (36.6 percent) had the fastest job growth rate among California regions over the course of the expansion, followed by Inland Empire Region (34.2 percent). These were the only California regions that exceeded the overall economy's not seasonally adjusted 23.0 percent job increase from October 2009 through October 2019. However, seven additional regions, all among the state's largest, had job increases of more than 19 percent: East Bay (22.7 percent), Southern Border (22.6 percent), Orange (22.4 percent), San Joaquin Valley (21.7 percent), Capital (20.9 percent), North Bay (19.8 percent), and Coastal (19.2 percent).

[1] Additional RPU information can be found here: <https://www.labormarketinfo>

**Table 2**

	October 2009	October 2018	October 2019	Expansion Oct. 2009-Oct. 2019		Year-Over Oct. 2018-Oct. 2019	
				Change in Number	Change in Percent	Change in Number	Change in Percent
California (Not Seasonally Adjusted)	14,352.3	17,344.3	17,652.6	3,300.3	23.0%	308.3	1.8%
<b>LARGEST REGIONS</b>							
Los Angeles Basin	3,950.3	4,553.6	4,615.3	665.0	16.8%	61.7	1.4%
Bay-Peninsula	1,729.3	2,290.8	2,362.3	633.0	36.6%	71.5	3.1%
Orange	1,375.1	1,663.8	1,682.8	307.7	22.4%	19.0	1.1%
Southern Border	1,287.1	1,547.5	1,578.2	291.1	22.6%	30.7	2.0%
Inland Empire	1,155.3	1,518.8	1,550.7	395.4	34.2%	31.9	2.1%
San Joaquin Valley	1,128.5	1,345.2	1,373.7	245.2	21.7%	28.4	2.1%
East Bay	987.3	1,186.1	1,211.5	224.2	22.7%	25.4	2.1%
Capital	897.5	1,069.1	1,085.3	187.8	20.9%	16.2	1.5%
North Bay	502.3	594.4	601.8	99.6	19.8%	7.5	1.3%
Coastal	475.6	555.6	566.9	91.3	19.2%	11.3	2.0%
<b>SMALLEST REGIONS</b>							
Ventura	275.4	310.3	313.3	37.9	13.8%	3.0	1.0%
North State	219.0	246.5	249.4	30.4	13.9%	2.9	1.2%
Humboldt	47.5	51.8	52.7	5.2	10.9%	0.9	1.7%
Middle Sierra	41.0	45.5	46.8	5.8	14.1%	1.3	2.9%

Source: Employment Development Department, Current Employment Statistics

- Nonfarm job growth over the October 2009-October 2019 period was slower than the overall economy's not seasonally adjusted 23.0 percent increase in five California regions—the state's largest and its four smallest: Los Angeles Basin (16.8 percent),

Middle Sierra (14.1 percent), North State (13.9 percent), Ventura (13.8 percent), and Humboldt (10.9 percent).

- A synopsis of the industries sectors that added the most jobs and grew at the fastest pace over the course of the October 2009-October 2019 expansion follows for each region.
- In Bay-Peninsula Region, professional and business services (204,700) added more jobs than any other sector, with over three-quarters (76.8 percent) of this gain coming from the high-skill and high-paying professional, scientific, and technical services subsector. The next largest job gains were in information (113,200), educational and health services (85,100), and leisure and hospitality (67,800). Information (140.6 percent) was the fastest growing sector, more than doubling in size, followed by professional and business services (59.4 percent), and construction (53.5 percent). These were the only industry sectors that grew at a faster pace than the overall regional economy's 36.6 percent increase, but leisure and hospitality (36.4 percent) and educational and health services (35.3 percent) came close. Both the information and professional and business services have a large high-technology orientation, underscoring the key role that the high technology sector played in driving the regional and California employment expansion.
- In Inland Empire Region, trade, transportation, and utilities (119,900) added the most jobs of any industry sector over the course of the expansion, followed by educational and health services (93,800), leisure and hospitality (52,900), construction (39,000), professional and business services (35,400), and government (30,900). The transportation, warehousing, and utilities subsector accounted for over three-fifths (63.0 percent) of the 10-year job gain in trade, transportation, and utilities. The industry sectors that grew at a faster pace than the overall regional economy's 34.2 percent increase over 10 years were: construction (60.4 percent); educational and health services (57.1 percent); trade, transportation, and utilities (44.7 percent); and leisure and hospitality (44.5 percent). The region's strong job growth in trade, transportation, and utilities underscores the important role it plays in southern California's international trade logistics industry.
- In East Bay Region, five industry sectors added more than 25,000 jobs from October 2009 through October 2019: professional and business services (44,700); educational and health services (43,400); leisure and hospitality (34,700); trade, transportation, and utilities (32,300); and construction (28,700). Construction (54.7 percent), leisure and hospitality (40.8 percent), professional and business services (28.5 percent), educational and health services (27.2 percent), and manufacturing (23.7 percent) grew at a faster pace than the overall regional economy's 22.7 percent increase over the 10-year period.
- Southern Border Region's job gains over the course of the expansion were well-distributed across several industry sectors. Seven industry sectors gained more than 20,000 jobs over the 10 years, including: professional and business services (57,600); educational and health services (55,300); leisure and hospitality (51,600); government (32,400); construction (31,500); trade, transportation, and utilities (25,300); and manufacturing (22,100). Seven industry sectors grew at a faster pace than the overall regional economy's 22.6 percent increase. They were: construction (52.9 percent), leisure and hospitality (33.4 percent), mining and logging (33.3 percent), educational

and health services (32.1 percent), professional and business services (28.3 percent), other services (23.6 percent), and manufacturing (22.8 percent).

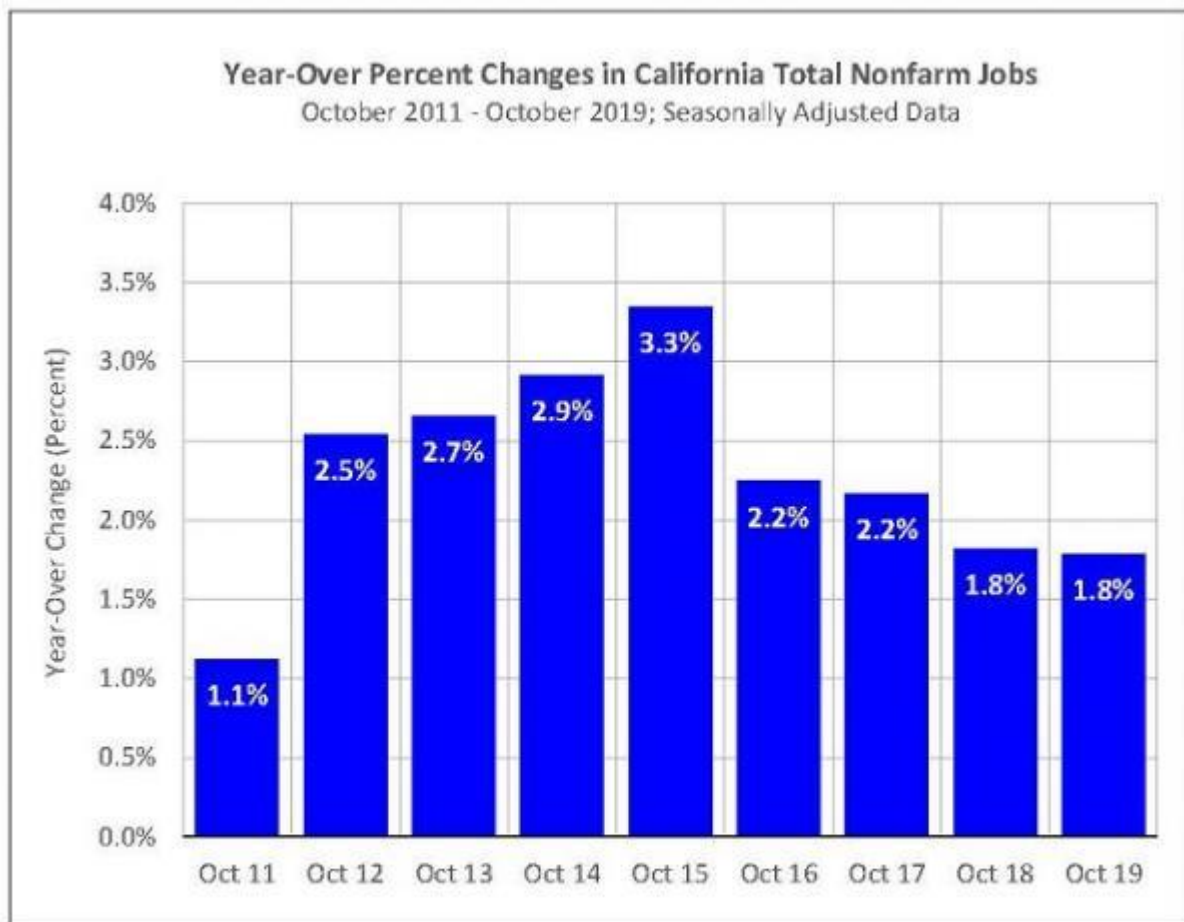
- In Orange Region, the same four industry sectors that gained the most jobs over the course of the expansion were the same sectors that grew at a faster rate than the overall regional economy's 22.4 percent increase: professional and business services (80,200 jobs; 32.8 percent), educational and health services (62,600 jobs; 37.6 percent), leisure and hospitality (61,700 jobs; 36.4 percent), and construction (40,400 jobs; 56.1 percent).
- In San Joaquin Valley Region, five industry sectors added more than 20,000 jobs from October 2009 through October 2019 period, including: trade, transportation, and utilities (60,300); educational and health services (58,100); government (37,700); leisure and hospitality (33,200); and construction (26,400). Four industry sectors exceeded the overall regional nonfarm economy's 21.7 percent job gain: construction (54.5 percent); leisure and hospitality (33.1 percent); educational and health services (32.9 percent); and trade, transportation, and utilities (26.8 percent).
- In Capital Region, five industry sectors added over 25,000 jobs over the 10-year period ending in October 2019. The largest gain was in educational and health services (47,900), followed by professional and business services (39,000); trade, transportation, and utilities (31,100); construction (28,800); and leisure and hospitality (28,800). Five industry sectors grew at a faster pace than the overall regional economy's 20.9 percent increase: construction (63.6 percent); professional and business services (37.6 percent); educational and health services (36.5 percent); leisure and hospitality (34.5 percent); and trade, transportation, and utilities (21.6 percent).
- In North Bay Region, five industry sectors added more than 13,000 jobs over the course of the expansion. The largest increase was in educational and health services (26,500), followed by construction (17,500); leisure and hospitality (17,500); manufacturing (13,800); and trade, transportation, and utilities (13,100). Five industry sectors added jobs at a faster rate than the overall regional economy's 19.8 percent increase: construction (65.8 percent), mining and logging (38.3 percent), educational and health services (32.7 percent), manufacturing (29.3 percent), and leisure and hospitality (29.2 percent).
- In Coastal Region, four industry sectors added more than 10,000 jobs from October 2009 through October 2019. The largest gain was in leisure and hospitality (21,600), followed by educational and health services (18,200), professional and business services (13,200), and government (11,200). Six industry sectors exceeded the overall regional nonfarm economy's 19.2 percent job increase over 10 years: construction (47.0 percent), leisure and hospitality (31.7 percent), professional and business services (27.1 percent), educational and health services (26.5 percent), manufacturing (23.2 percent), and other services (21.6 percent).
- In Los Angeles Basin Region, four industry sectors added more than 100,000 jobs over the course of the expansion. Educational and health services (182,100) added the most jobs of any sector, followed by leisure and hospitality (165,100); professional and business services (125,100); and trade, transportation, and utilities (116,000). Five industry sectors added jobs at a faster rate than the overall regional nonfarm economy's 16.8 percent increase: construction (44.7 percent), leisure and hospitality (42.9 percent), educational and health services (26.6 percent), professional and business

services (24.3 percent), and other services (18.3 percent). Los Angeles Basin's overall job growth during the expansion was dampened by a 39,600-job, or 10.3 percent, loss of manufacturing jobs.

- In Middle Sierra Region, five industry sectors added over 600 jobs from October 2009 to October 2019. Educational and health services (1,050) and trade, transportation, and utilities (1,050) added the most jobs of any sector, followed by construction (960), leisure and hospitality (880), other services (730), and government (620). Seven industry sectors added jobs at a faster rate than the overall regional nonfarm economy's 14.1 percent increase over 10 years: other services (75.3 percent); construction (57.1 percent); professional and business services (25.9 percent); educational and health services (19.5 percent); trade, transportation, and utilities (18.3 percent); manufacturing (15.8 percent); and leisure and hospitality (14.2 percent).
- In North State Region, five industry sectors added 3,500 jobs over the course of the expansion, including: educational and health services (10,230); construction (5,050); professional and business services (4,230); leisure and hospitality (4,120); and trade, transportation, and utilities (3,570). The five industry sectors that added jobs at a faster rate than the overall regional economy's 13.9 percent rate over 10 years were: construction (53.7 percent), professional and business services (28.9 percent), other services (28.6 percent), educational and health services (24.9 percent), and leisure and hospitality (18.2 percent).
- In Ventura Region, five industry sectors added more than 4,000 jobs over the October 2009-October 2019 period. The largest gain by far was in educational and health services (13,500), followed by leisure and hospitality (8,500); trade, transportation, and utilities (6,500); construction (5,400); and government (5,000). Three industry sectors added jobs at a faster pace than the overall regional economy's 13.8 percent increase: construction (43.5 percent), educational and health services (37.9 percent), and leisure and hospitality (28.4 percent). In contrast, financial activities lost 3,300 jobs, which was a 16.3 percent decrease.
- In Humboldt region, five industry sectors added 500 jobs or more from October 2009 through October 2019. The largest job gain was in educational and health services (1,700), followed by government (1,200), leisure and hospitality (800), professional and business services (700), and construction (500). Five industry sectors added jobs at a faster rate than the overall regional economy's 10.9 percent rate over 10 years: construction (26.3 percent), mining and logging (25.0 percent), professional and business services (24.1 percent), educational and health services (22.1 percent), and leisure and hospitality (15.7 percent).
- California's employment expansion showed few, if any, signs of ending as of October 2019. The state added 308,000 nonfarm jobs over the year ending in October 2019, which was an increase of 1.8 percent. This pace of job growth was below the 2.5 percent per year average for the entire 116-month (February 2010-October 2019) employment expansion. However, it was virtually identical to October 2018's 308,200-job gain, or 1.8 percent, year-over job gain.



**Figure 2**



**Source:** Employment Development Department

- California's job growth over the year ending in October 2019 continued to be broad-based across industry sectors, with 10 of the 11 major industry sectors adding jobs and one (mining and logging) showing no change in employment.
- Educational and health services (90,800) had the largest year-over job gain of any sector, followed by professional and business services (62,600), and leisure and hospitality (48,800). Government (36,700) and construction (34,400) added more than 30,000 jobs over the year in October 2019, and financial activities (13,500) and manufacturing added more than 10,000 jobs. Trade, transportation, and utilities (7,100); other services (1,300); and information (1,200) were the remaining California industry sectors that had small year-over gains in October 2019. In contrast, other services (600) had a small year-over job loss.
- Year-over job gains in trade, transportation, and utilities, the state's largest industry sector, slowed from 49,000 jobs in October 2016 to 42,900 in October 2017, to 26,100 jobs in October 2018, to just 7,100 jobs in October 2019. This was largely attributable to weakness in retail trade, which had a year-over job gain of 12,200 jobs in October 2016, a year-over gain of just 1,800 jobs in October 2017, and year-over job losses of 4,100 and 5,500 jobs in October 2018 and October 2019, respectively. Rather than signaling a slowdown in consumer spending, the year-over job losses in retail over the last two years appear to be the result of structural change within industry--namely the



expansion of e-commerce and online shopping to the detriment of traditional brick and mortar stores.

- California's year-over nonfarm job growth over the year ending in October 2019 continued to be broad-based across regions of the state, with every one of California's 14 regions gaining jobs over the period (See Table 2). The largest year-over nonfarm job gain was in Bay-Peninsula Region (71,500), followed by Los Angeles Basin (61,700). Four additional regions had year-over gains of more than 25,000 jobs: Inland Empire (31,900), Southern Border (30,700), San Joaquin Valley (28,400), and East Bay (25,400). Orange (19,000), Capital (16,200), Coastal (11,300), North Bay (7,500), Ventura (3,000), North State (2,900), Middle Sierra (1,300), and Humboldt (900) also had year-over job gains.
- Bay-Peninsula Region's (3.1 percent) had the fastest year-over nonfarm job growth rate among California regions, followed by Middle Sierra (2.9 percent). Five additional regions had year-over gains of 2.0 percent or more: Inland Empire (2.1 percent), East Bay (2.1 percent), San Joaquin Valley (2.1 percent), Coastal (2.0 percent), and Southern Border (2.0 percent). Year-over gains in California's remaining seven regions ranged from a high of 1.7 percent in Humboldt to a low of 1.0 percent in Ventura.
- A synopsis of year-over regional industry nonfarm job growth patterns from October 2018 to October 2019 follows.
- Eight of Bay-Peninsula Region's 11 major industry sectors added jobs over the year in October 2019, two had small year-over job losses, and one (mining and logging) had no year-over change in employment. The largest year-over job gains were in professional and business services (18,100). Information, educational and health services, government, and leisure and hospitality each had year-over gains of over 8,000 jobs. Information, financial activities, government, professional and business services, leisure and hospitality, and educational and health services grew at a faster rate than the overall regional economy's 3.1 percent pace of year-over job growth. Other services and trade, transportation, and utilities had small year-over job losses.
- Six of Middle Sierra Region's 11 major industry sectors added jobs over the year in October 2019, two had no change in employment, and three had small job losses. The largest year-over job gain was in government (530). Leisure and hospitality; construction; trade, transportation, and utilities; and other services each added over 100 jobs. Other services, construction, government, and leisure and hospitality added jobs at a faster pace than the 2.9 percent rate of the overall regional economy. Manufacturing, financial activities, and educational and health services had very small year-over job losses.
- Seven of Inland Empire Region's 11 major industry sectors had year-over job gains in October 2019, three lost jobs, and one (mining and logging) had no change in employment. The largest year-over job gain was in educational and health services (14,200). Government; trade, transportation, and utilities; leisure and hospitality; and professional and business services each gained 3,800 jobs or more. Educational and health services, financial activities, government, professional and business services, and leisure and hospitality added jobs at a faster pace than the 2.1 year-over pace of the

overall regional economy. The largest year-over job loss was in construction, followed by other services and manufacturing.

- Seven of East Bay Region's 11 major industry sectors had year-over gains in October 2019, three had year-over job losses, and one (mining and logging) had no change in employment. The largest year-over job gain was in professional and business services (7,900), followed by educational and health services (6,700). Construction; leisure and hospitality; and trade, transportation, and utilities each gained more than 4,000 jobs over the year. Construction, professional and business services, leisure and hospitality, and educational and health services grew at a faster rate than the overall regional economy's 2.1 percent year-over pace. Other services, manufacturing, and information were the industry sectors that had small year-over job losses of 2,200 jobs or less.
- Nine of San Joaquin Valley Region's 11 major nonfarm industry sectors had year-over job gains in October 2019, one (trade, transportation, and utilities) had no change in employment, and one (information) had a small year-over job loss. Government (11,500) had the largest year-over job gain of any sector, followed by educational and health services (9,600). Construction and leisure and hospitality were the only other industry sectors that added more than 2,400 jobs over the year. Educational and health services, construction, and government had a faster pace of year-over job growth than the overall regional economy's 2.1 percent pace.
- Eight of Southern Border Region's 11 major industry sectors had year-over job gains in October 2019 and three had small year-over job losses. Government (8,400) had the largest year-over job gain, followed by professional and business services (7,000), educational and health services (6,000), construction (5,400), and manufacturing (4,200). These same five industry sectors, mining and logging, and other services grew at a stronger year-over pace than the overall regional economy's 2.0 percent pace. However, trade, transportation, and utilities lost 1,900 jobs over the year and financial activities and information had small year-over job losses.
- Eight of Coastal Region's 11 major industry sectors had year-over job gains in October 2019, two had small job losses, and one (mining and logging) had no change in employment. Professional and business services (2,700) and educational and health services (2,700) had the largest year-over job gains among sectors, followed by government (2,500), leisure and hospitality (1,400), and manufacturing (1,000). These same five industries and financial activities added jobs at a faster year-over pace than the overall regional economy's 2.0 percent pace. Trade, transportation, and utilities; and information each had year-over job losses of 500 jobs or less.
- Six of Humboldt Region's 11 major industry sectors gained jobs over the year in October 2019 and five had no change in employment. Government (500) had the largest year-over job gain of any sector, followed professional and business services (200) and construction (200). These three industry sectors and manufacturing had a faster pace of year-over job growth than the overall regional economy's 1.7 percent pace of job growth.
- Seven of Capital Region's 11 major industry sectors added jobs over the year ending in October 2019, three lost jobs, and one (mining and logging) had no change in employment. The largest job gain was in educational and health services (7,300), followed by construction (4,800), and trade, transportation, and utilities (2,100). These were the only sectors that gained more than 2,000 jobs over the year. Four industry

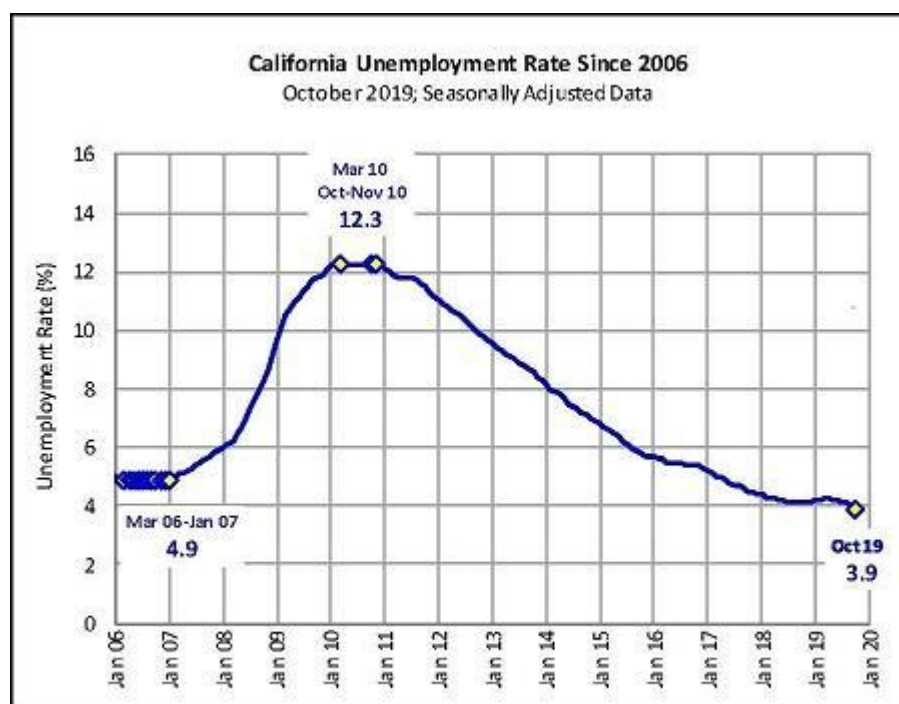
sectors—construction, manufacturing, educational and health services, and financial activities—added jobs at a faster year-over pace than the 1.8 percent rate of the overall regional economy. However, government lost 2,500 jobs over the year, and information and other services had small year-over losses of 600 jobs or less.

- Nine of Los Angeles Basin Region's 11 major industry sectors gained jobs over the year ending in October 2019, one lost jobs, and one (mining and logging) had no change in employment. Educational and health services (34,600) had the largest year-over job gain of any sector, followed by leisure and hospitality (12,100), construction (9,700), professional and business services (7,900), and manufacturing (4,200). Construction, educational and health services, and leisure and hospitality grew at a faster year-over pace than the 1.4 percent rate of the overall regional economy. However, information had a year-over loss of 11,500 jobs, which dampened the region's overall job growth.
- Six of North Bay Region's 11 major industry sectors had year-over job gains in October 2019, four had year-over losses, and one (information) had no change in employment. The largest year-over job gain was in educational and health services (3,100), followed by manufacturing (2,000), construction (1,800), and leisure and hospitality (1,200). These same industries added jobs at a faster year-over rate than the 1.3 percent pace of the overall regional economy. Government; professional and business services; trade, transportation, and utilities; and other services had year-over job losses, none of which exceeded 300 jobs.
- Seven of North State Region's 11 major industry sectors had year-over job gains in October 2019, two lost jobs, and one (trade, transportation, and utilities) had no change in employment. Educational and health services (1,190) had the largest year-over job gain, followed by construction (640), professional and business services (580), and leisure and hospitality (250). These were the only sectors that had year-over gains of more than 180 jobs. Mining and logging, construction, professional and business services, educational and health services, other services, and financial activities were the industry sectors that grew at a faster year-over pace than the 1.2 percent rate of the overall regional economy. In contrast, manufacturing (120) and information (20) had small year-over job losses.
- Seven of Orange Region's 11 major industry sectors had year-over job gains in October 2019, three had small job losses, and one (mining and logging) had no change in employment. Leisure and hospitality (7,700) had the largest year-over job gain among sectors, followed by construction (4,100), professional and business services (3,700), and financial activities (3,100). No other major industry sector gained more than 900 jobs. Construction, leisure and hospitality, financial activities, and professional and business services grew at a faster pace than the overall regional economy's 1.1 percent rate of year-over growth.
- Six of Ventura Region's 11 major industry sectors gained jobs over the year in October 2019, four had small year-over losses, and one (mining and logging) had no change in employment. The largest job gain was in educational and health services (1,400), followed by leisure and hospitality (900), manufacturing (600), construction (600), and financial activities (400). These same industry sectors grew at a faster year-over pace than the 1.0 percent rate of the overall regional economy. Other services and trade, transportation, and utilities had no change in employment. Professional and business services; information; trade, transportation, and utilities; and other services each had year-over job losses, none of which exceeded 600 jobs.

- According to the U.S. Bureau of Economic Analysis, California's real Gross Domestic Product (GDP), as measured in chained 2012 dollars, totaled nearly \$2.8 trillion dollars in the second quarter of 2019. California had by far the largest economy of any state in the country. Texas's nearly \$1.8 trillion GDP ranked a distant second among states. California alone accounted for nearly one-seventh (14.6 percent) of the U.S. GDP, which totaled \$19 trillion in the second quarter of 2019.
- Financial activities contributed the most to California's GDP in the second quarter of 2019, with a 20.1 percent share of total GDP. The real estate and rental and leasing subsector alone accounted for 16.0 percent of total GDP. The professional and business services share of total GDP was 14.2 percent, with the professional, scientific, and technical services subsector on its own contributing a 9.6 percent share to total GDP. Trade, transportation, and utilities; information; manufacturing; and government were the remaining major industry sectors that accounted for more than 10 percent of California's total GDP in the second quarter of 2019.
- From an annual perspective, California's real GDP grew by \$620 billion, or 30.1 percent, from 2010 through 2018. This translates to an increase of \$77 billion, or 3.8 percent, per year. California's economy pretty much sustained this rate of growth in 2017 and 2018, growing by 3.6 and 3.5 percent, respectively. California's real GDP grew by an additional \$81 billion in the first half of 2019, which translates to an annualized pace of growth of 6.0 percent.
- Information was the leading contributor to the state's overall GDP increase from 2010 through 2018, growing by \$177.6 billion over the period. Professional and business services increased by \$107.8 billion, with two-thirds of this increase coming from the professional, scientific, and technical services subsector. Financial activities increased by \$96.5 billion, with virtually all of the increase coming from the real estate and rental and leasing subsector. Durable goods manufacturing (\$64.9 billion) and health care and social assistance (\$42.0 billion) were the next largest contributors to the eight-year growth in California's total GDP.
- In percentage terms, information (120.9 percent) had the largest increase over the 2010 through 2018 period, followed by management of companies and enterprises (70.8 percent); durable goods manufacturing (50.2 percent); and professional, scientific, and technical services (41.2 percent). Transportation and warehousing (34.9 percent), health care and social assistance (32.7 percent), and construction (32.7 percent) were the other industry sectors or subsectors that grew at a faster pace than overall GDP's 30.1 percent increase from 2010 through 2018.
- California's unemployment rate rose from a low of 4.9 percent in March 2006 through January 2007 to a peak of 12.3 percent in March 2010 and again in October and November 2010 during the Great Recession. This was a record high unemployment rate for the state in a data series extending back to the beginning of 1976. However, the

unemployment rate improved steadily over the course of the employment expansion to a record low of 3.9 percent in October 2019.

**Figure 3**



**Source:** Employment Development Department

- California's unemployment rate equaled its pre-recession low of 4.9 percent in May 2017, and two months later in July 2017, tied what had been the record low unemployment rate of 4.7 percent that was established in December 2000. California's unemployment rate fell ever deeper into record low territory thereafter.
- The number of unemployed Californians shot up from a low of 860,000 persons in September and October 2006 to 2,254,000 in October 2010 during the Great Recession. This was an increase of nearly 1.4 million persons. However, civilian unemployment fell steadily over the nine years from October 2010 through October 2019. California civilian unemployment equaled its pre-recession low of 860,000 persons in November 2017 and fell by an additional 95,000 persons to 765,000 persons through October 2019. Fewer Californians were unemployed in October 2019 than in any month since November 1989, a period that was just one month shy of 30 years.
- All regions of the state experienced substantial decreases in their not seasonally adjusted unemployment rates over the course of California's long employment expansion. The unemployment rate fell by 10.0 percentage points or more in the Middle Sierra and Inland Empire Regions from October 2010 through October 2019. The unemployment rate fell by 6.9 percentage points in both the Coastal and Humboldt Regions, which had the smallest nine-year unemployment rate decreases among regions.

**Table 3**

**Unemployment Rates in California Regional Planning Units (Regions)**  
**Over the Course of the Expansion and the Last Year**  
 (October 2019; Not Seasonally Adjusted Data)

	October 2010	October 2018	October 2019	Change During the Expansion: Oct. 2010-Oct. 2019	Year-Over Change: Oct. 2018-Oct. 2019
California (Not Seasonally Adjusted)	11.9%	4.0%	3.7%	-8.2%	-0.3%
<b>LARGEST REGIONS</b>					
Los Angeles Basin	12.4%	4.6%	4.5%	-7.9%	-0.1%
Bay-Peninsula	9.3%	2.4%	2.1%	-7.2%	-0.3%
Orange	9.6%	2.8%	2.5%	-7.1%	-0.3%
Southern Border	11.7%	3.9%	3.7%	-8.0%	-0.2%
Inland Empire	13.7%	4.1%	3.7%	-10.0%	-0.4%
San Joaquin Valley	15.5%	6.2%	5.8%	-9.7%	-0.4%
East Bay	10.7%	3.0%	2.6%	-8.1%	-0.4%
Capital	12.4%	3.7%	3.3%	-9.1%	-0.4%
North Bay	10.4%	2.9%	2.6%	-7.8%	-0.3%
Coastal	10.1%	3.5%	3.2%	-6.9%	-0.3%
<b>SMALLEST REGIONS</b>					
Ventura	10.7%	3.7%	3.3%	-7.4%	-0.4%
North State	13.6%	4.2%	3.8%	-9.8%	-0.4%
Humboldt	9.8%	3.2%	2.9%	-6.9%	-0.3%
Middle Sierra	13.6%	3.9%	3.4%	-10.2%	-0.5%

Source: Employment Development Department, Current Employment Statistics

- Every one of California's 14 regions also had a year-over decrease in its unemployment rate in October 2019. Year-over regional unemployment rate decreases ranged from 0.5 percentage point in Middle Sierra Region to 0.1 percentage point in Los Angeles Basin Region in October 2019.
- In October 2010, regional unemployment rates ranged from a high of 15.5 percent in San Joaquin Valley Region to a low of 9.3 percent in Bay-Peninsula Region. Eleven of California's 14 regions had unemployment rates above 10.0 percent. In October 2019, regional employment rates ranged from a low of just 2.1 percent in Bay-Peninsula Region to a high of just 5.8 percent in San Joaquin Valley Region.
- Five California regions had unemployment rates below 3.0 percent in October 2019. Seven more regions had unemployment rates below 4.0 percent. In fact, the regional unemployment rate situation had improved by so much in October 2019 that every California region except Los Angeles Basin had its lowest unemployment rate on record for the month of October in a data series extending back to the beginning of 1990. Los Angeles Basin Region's 4.5 percent unemployment rate in October 2019 tied October 2017 for the second lowest unemployment rate on record in the month of October.
- Unemployment rates decreased substantially across all California demographic groups over the course of the employment expansion. The unemployment rates of demographic groups are calculated differently from the official unemployment rate in that they are derived solely from Current Population Survey (CPS) data and calculated on a 12-month average basis in order to minimize the statistical variability associated with California's comparatively small CPS sample size. According to these 12-month average CPS data, California's overall unemployment rate was 12.1 percent in October 2010, when the

official unemployment rate was at its recessionary peak, and decreased 8.0 percentage points to 4.1 percent in October 2019. Only 0.1 percentage point of this decrease occurred over the year ending in October 2019.

- Generally speaking, the demographic groups which had the highest unemployment rates at the peak of the recession experienced the largest decrease in their unemployment rates over the nine years ending in October 2019. The largest unemployment rate decrease of any major demographic group was among youths age 16 to 24, whose unemployment rate fell 14.2 percentage points from October 2010 through October 2019, or from 23.3 percent to 9.1 percent. In contrast, the unemployment rate among Californians age 25 and older who had a Bachelor's degree or higher fell by 3.6 percentage points, or from 6.2 percent to 2.6 percent, over the same period. A summary of unemployment trends among key demographic groups follows.
- The unemployment rate for men fell 8.9 percentage points from October 2010 through October 2019. The rate for women fell 7.0 percentage points over the same period. Whereas the unemployment rate for men ticked up 0.1 percentage point over the year in October 2019, it fell 0.4 percentage point among women.
- Unemployment rates were strongly correlated with age, with younger workers having substantially higher unemployment rates than older workers. The 19.7 percentage point unemployment rate decrease among teens age 16 to 19 from October 2010 through October 2019 was the largest among age cohorts, followed by the 12.2 percentage point decrease among youths age 20 to 24. In contrast, the unemployment rate for Californians age 65 and older fell by 4.7 percentage points over the same period. The unemployment rate picture over the year ending in October 2019 was more of a mixed bag. Whereas the unemployment rate among those age 65 and older, youths age 20 to 24, and those age 45 to 54 ticked upwards, it fell among the teen, 25 to 34, and 35 to 44 age cohorts.
- The unemployment rate among native-born Americans tended to be higher than that of foreign-born Californians over the October 2010 through October 2019 period. Among foreign-born Californians, the unemployment rate of naturalized U.S. citizens was consistently lower than that of foreign-born non-citizens. Unemployment rates across national origin groups fell substantially from October 2010 through October 2019, including the last year.

**Table 4**

**Unemployment Rates By Demographic Group in California**  
(Unemployed As a Percent of the Labor Force; 12-Month Average of Current Population Survey Data)

	October 2010	October 2018	October 2019	Change During Expansion: Oct. 2010 to Oct. 2019	Year-Over Change: Oct. 2018 to Oct. 2019
<b>All Groups, Age 16 and Over</b>	<b>12.1%</b>	<b>4.2%</b>	<b>4.1%</b>	<b>-8.0%</b>	<b>-0.1%</b>
<u>Gender</u>					
Male	12.9%	3.9%	4.0%	-8.9%	0.1%
Female	11.1%	4.5%	4.2%	-6.9%	-0.3%
<u>Age</u>					
16 to 24	23.3%	9.1%	9.1%	-14.2%	0.0%
16 to 19	34.4%	15.6%	14.7%	-19.7%	-0.9%
20 to 24	19.6%	7.1%	7.4%	-12.2%	0.3%
25 to 34	11.9%	4.6%	4.0%	-7.9%	-0.6%
35 to 44	10.5%	3.2%	2.8%	-7.7%	-0.4%
45 to 54	9.8%	3.1%	3.4%	-6.4%	0.3%
55 to 64	9.3%	3.3%	3.3%	-6.0%	0.0%
65 and Over	8.3%	2.8%	3.6%	-4.7%	0.8%
<u>National Origin</u>					
Native-Born	12.4%	4.3%	4.2%	-8.2%	-0.1%
Foreign-Born	11.6%	4.0%	3.8%	-7.8%	-0.2%
Foreign Born, Naturalized U.S. Citizen	9.3%	3.0%	2.8%	-6.5%	-0.2%
Foreign Born, Not a U.S. Citizen	13.6%	5.0%	4.7%	-8.9%	-0.3%
<u>Race</u>					
White	11.9%	4.2%	4.0%	-7.9%	-0.2%
African American	18.7%	6.6%	5.6%	-13.1%	-1.0%
Asian	9.3%	3.2%	3.3%	-6.0%	0.1%
American Indian, Native Alaskan, Hawaiian, or Pacific Islander	16.0%	5.3%	4.4%	-11.6%	-0.9%
More than One Race	16.6%	4.9%	6.2%	-10.4%	1.3%
<u>Ethnicity</u>					
Latino/Hispanic	14.7%	5.1%	4.7%	-10.0%	-0.4%
Non-Hispanic	10.7%	3.7%	3.7%	-7.0%	0.0%
<u>Educational Attainment (Age 25 and Over)</u>					
Less than a high school diploma	15.9%	6.1%	6.0%	-9.9%	-0.1%
High school graduates, no college	13.0%	4.4%	3.9%	-9.1%	-0.5%
Some college, no degree	12.4%	3.5%	3.3%	-9.1%	-0.2%
Associate degree	8.5%	3.4%	3.1%	-5.4%	-0.3%
Bachelor's degree or higher	6.2%	2.5%	2.6%	-3.6%	0.1%
<u>Disability</u>					
Has a Disability	16.2%	7.8%	8.9%	-7.3%	1.1%
Doesn't Have a Disability	12.0%	4.1%	3.9%	-8.1%	-0.2%
<u>Served in Armed Forces (Age 18 and Over)</u>					
Yes	9.2%	2.5%	3.6%	-5.6%	1.1%
No	12.0%	4.1%	4.0%	-8.0%	-0.1%

**Source:** U.S. Census Bureau; Employment Development Department

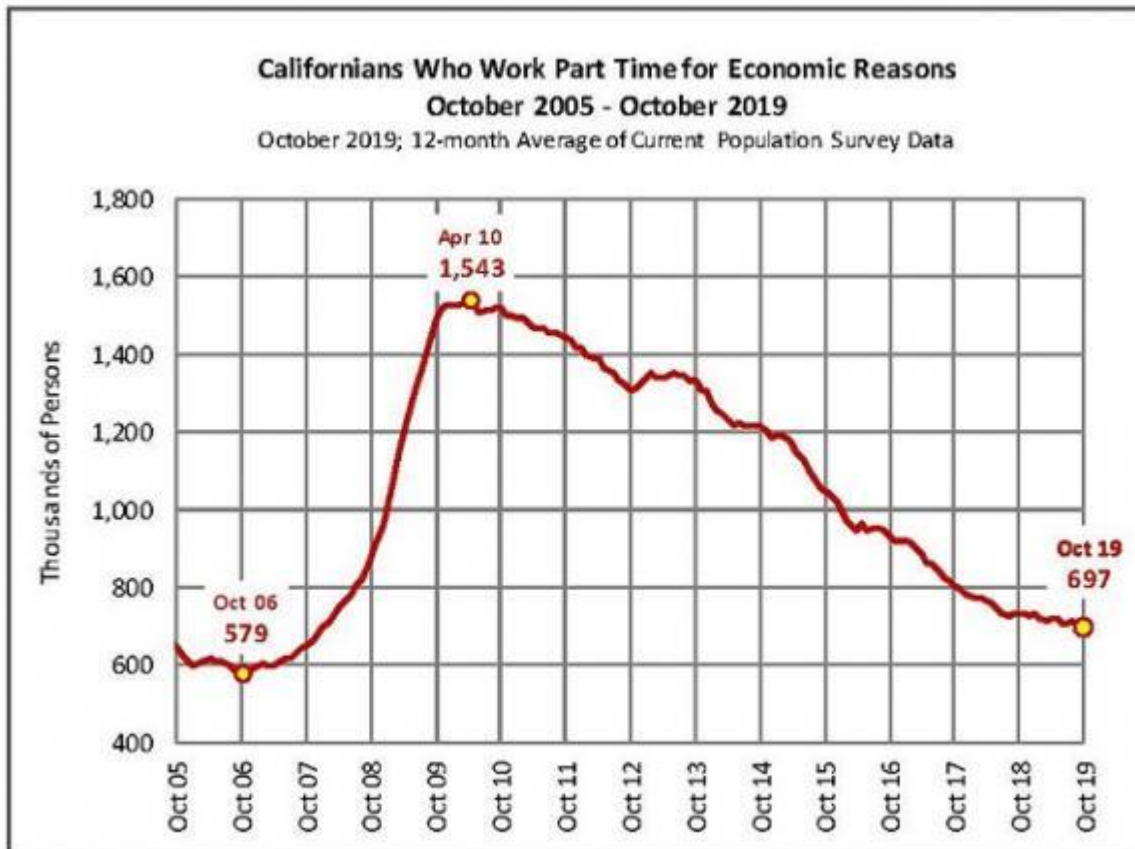
- The unemployment rates of African Americans and Latinos tended to be higher than those of Whites and Asians over the October 2010-October 2019 period. However, African Americans and Latinos experienced larger unemployment rate decreases than Whites and Asians over the October 2010-October 2019 period. The unemployment rate among African Americans and Latinos fell by 1.0 and 0.3 percentage point, respectively, over the year in October 2019, and by 0.1 percentage point among Whites. In fact, the 1.0 percentage point year-over rate decrease among African Americans was the largest of any major demographic group. In contrast, the more than one race and Asian unemployment rate ticked up by 1.3 and 0.1 percentage points, respectively.



- Higher unemployment rates were also highly correlated with educational attainment. Groups with less education experienced higher unemployment rates than those with higher educational attainment. From October 2010 through October 2019, the largest unemployment rate decrease occurred among Californians age 25 and over who had not finished high school (9.9 percentage points), followed by those who graduated high school but did not attend college (9.1 percentage points) and those who attended some college but didn't receive a degree (9.1 percent). In contrast, the unemployment rate among Californians with a bachelor's degree or higher fell by 3.6 percentage points over the same nine-year period.
- The unemployment rate among Californians with disabilities fell by 8.4 percentage points from 16.2 percent in October 2010 to 7.8 percent in October 2018, before increasing to 8.9 percent in October 2019. This was one of the highest unemployment rates among demographic groups.
- The unemployment rate among California veterans age 18 and over fell from 9.2 percent in October 2010 to 2.5 percent in October 2018 before rising to 3.6 percent in October 2019.
- The unemployment rate, while a valuable and widely understood barometer of labor market conditions, is narrowly defined. According to the U.S. Bureau of Labor Statistics (BLS), an unemployed person is someone who did not work at least one hour for pay but actively sought work in the four-week period leading up to the household survey reference week. If an individual is neither employed nor unemployed, by definition he or she is considered to be not in the labor force. As such, the unemployment rate does not capture underemployment within the labor market. Nor does it track individuals who are marginally attached to the labor market. These are individuals who want to work and are available to work and have sought work in the past year, but had not actively sought work in the last four weeks.
- The concept of underemployment has several aspects. Generally speaking, underemployment refers to workers who work part-time hours but desire to work full-time hours or more hours than they are currently working; workers who are working on a temporary basis but desire permanent employment; and workers doing work for which they are overqualified in terms of education, skills, and experience and who desire work which better matches their qualifications. Unfortunately, it is only possible to track the hours worked aspect of underemployment over time using established labor market information tools, namely the Current Population Survey of households.
- The BLS defines workers who work part-time for economic reasons, or involuntary part-time employment, as those workers who work part-time but who desire full-time work. Working 35 hours or more per week is the threshold for full-time work. Working less than 35 hours per week is the threshold for part-time work. Those who work part-time for economic reasons include workers who usually work full-time but have had their hours slashed to part-time status by their employers and workers who desire and are available to work full-time work, but have had to settle for part-time work because that was the best employment option they could find.

- According to 12-month average data from the Current Population Survey, the number of Californians who worked part-time for economic reasons reached a low of 579,000 persons in October 2006 prior to the Great Recession. They accounted for 3.4 percent of all working Californians. The number of persons working part-time for economic reasons shot up during the recession and peaked at 1,543,000 persons in April 2010, when nearly one out of every ten (9.6 percent) employed Californians worked part-time involuntarily.

**Figure 4**



**Source:** Employment Development Department

- The number of persons working part-time for economic reasons fell steadily, if gradually, over the course of the California's long employment expansion. In October 2019, 697,000 Californians worked part-time for economic reasons. They accounted for 3.7 percent of all working Californians, which was more or less on par with the pre-recession low.
- However, the data also suggest that involuntary part-time employment in California has increasingly become an issue of workers having to settle for part-time work even though they desire full-time work. Prior to the recession in October 2006, nearly two-fifths (37.8 percent) of the Californians who worked part-time for economic reasons usually worked full-time but had their hours cut by their employers. A little over three-fifths (62.2 percent) usually worked part-time but desired full-time hours. In contrast, one-quarter (25.2 percent) of involuntary part-time workers usually worked full-time but

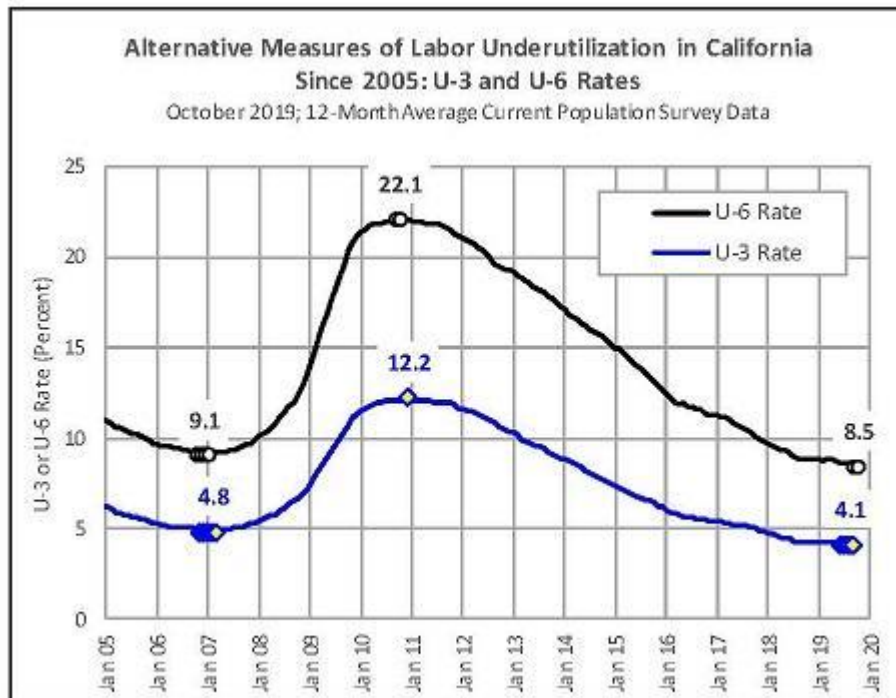
had their hours cut and three-quarters (74.8 percent) were those who desired full-time work but had to settle for part-time work in October 2019.

- In acknowledgement that the traditional definition of unemployment is limited in that it does measure underemployment or track marginally attached workers to the labor force, the BLS has devised six alternative measures of labor underutilization, some that are more restrictive than the unemployment rate and some that are more inclusive and broadly defined. The U-3 measure, or official unemployment, is defined as the total number of unemployed as a percent of the civilian labor force (employed and unemployed persons).
- The U-6 rate is the broadest measure of labor utilization. It is calculated as the number of unemployed, plus total number of persons who are employed part-time for economic reasons, plus all persons marginally attached to the labor force as a percent of the labor force plus all persons marginally attached to the labor force.[1] Persons who are marginally attached to the labor force are those who currently are neither working nor looking for work but want to work and are available for a job and have looked for work sometime in the last year.[2]
- According to 12-month average Current Population Survey data, the U-3 rate, which corresponds to the official unemployment rate definition, in California reached a low of 4.8 percent in the months of November 2006 through January 2007. The U-3 rate rose to a recessionary peak of 12.2 percent in December 2010, then fell over the course of California's long employment expansion to a low of 4.1 percent in June through October 2019, which was 0.7 percentage point below the pre-recession low.
- The U-6 rate, which is always higher than the U-3 rate because it is more inclusive and broadly defined than the U-3, reached a pre-recession low of 9.1 percent in October 2006 through January 2007. The U-6 rate skyrocketed during the recession, rising 13.0 percentage points to a peak of 22.1 percent in September and October 2010. Expressed differently, the labor of more than one out of every five workers in California was underutilized in the sense that they were either unemployed, underemployed, or not actively participating in the labor market at the height of the recession. The U-6 rate fell steadily over the course of California's employment expansion to a low of 8.5 percent in September and October 2019, which was 0.6 percentage point lower than the pre-recession low. Even though California's unemployment rate was at a record low, the labor of one out of every 12 California workers was underutilized in October 2019.

[1] Because the U-6 rate includes marginally attached workers who are not currently in the labor force, the labor force denominator must be expanded to include them in calculating the U-6 rate.

[2] Discouraged workers are a specific subset of marginally attached workers who say they are not actively seeking a job because they don't think they will find one. Twelve-month average Current Population Survey data indicated that there were 48,000 discouraged workers in October 2019. They accounted for one-fifth (20.0 percent) of all California's marginally attached workers.

## Figure 5



**Source:** U.S. Census Bureau; Employment Development Department

- The comparison of the U-3 and U-6 rates indicates that the two measures of labor underutilization tend to move together with the business cycle, rising when the economy is weak and falling when it is strong. As such, the official unemployment rate is an effective barometer of labor market conditions. However, it is limited in the sense that it does not capture the full effects of the business cycle. When the unemployment rate rises, underemployment rises with it, and increasing numbers of marginally attached workers exit the labor force. When the unemployment rate falls, underemployment falls with it and marginally attached workers are drawn into the labor force.
- The labor force participation rate (LFPR) is calculated as the number of persons in the labor force (those who are employed or unemployed but actively seeking work) divided by the working age population. Traditionally, labor force participation has tended to increase during times of economic expansion as increasing employment opportunities draw more people into the labor force and decrease during recessions as individuals with limited employment opportunities exit the labor force. However, labor force participation during the current expansion has behaved differently, with decreasing participation continuing long past the turnaround in total nonfarm employment, before stabilizing and essentially remaining flat at historically low levels over the three years ending in October 2019.
- Multiple factors influence an individual's decision to participate in the labor force or not, most notably perceptions of how likely it is that one will find employment, school attendance, having a disability, having to care for house or family (children or elders), personal choice, and being retired. However, demographics, and particularly retirements among the large and aging baby boomer population, have exerted a key influence on overall labor force participation in the current expansion and will continue to do so over the years to come.

**Figure 6**



**Source:** Employment Development Department

- Men had a higher labor force participation rate than women in October 2019, 70.1 percent to 55.8 percent. The 2.5 percentage point LFPR decrease among women over the six-year period from October 2010 through October 2016 was larger than the 2.0 percentage decrease among men. In contrast, the LFPR of women increased by 0.8 percentage point over the three years ending in October 2019, but was unchanged among men.

**Table 5**

**Labor Force Participation Rates By Demographic Group in California**  
(Labor Force As a Percent of Working Age Population; 12-Month Average of Current Population Survey Data)

	October 2010	October 2016	October 2019	Change From Oct. 2010 to Oct. 2016	Change From Oct. 2016 to Oct. 2019
<b>All Groups, Age 16 and Over</b>	<b>64.7%</b>	<b>62.4%</b>	<b>62.8%</b>	<b>2.3%</b>	<b>0.4%</b>
<u>Gender</u>					
Male	72.2%	70.2%	70.1%	-2.0%	0.0%
Female	57.5%	55.0%	55.8%	-2.5%	0.8%
<u>Age</u>					
16 to 24	51.7%	50.4%	50.0%	-1.3%	-0.4%
16 to 19	29.4%	28.4%	27.0%	-1.1%	-1.3%
20 to 24	69.0%	66.5%	67.9%	-2.5%	1.4%
25 to 34	81.6%	79.9%	81.6%	-1.6%	1.7%
35 to 44	81.3%	79.5%	81.6%	-1.8%	2.1%
45 to 54	81.0%	78.8%	79.7%	-2.3%	1.0%
55 to 64	65.2%	63.6%	64.8%	-1.6%	1.1%
65 and Over	17.1%	20.1%	20.1%	3.0%	0.0%
65-69	31.6%	32.7%	33.7%	1.1%	0.9%
70-74	18.4%	21.5%	19.7%	3.1%	-1.8%
75 and over	6.4%	8.2%	10.3%	1.9%	2.1%
<u>National Origin</u>					
Native-Born	64.7%	62.4%	62.5%	-2.3%	0.1%
Foreign-Born	67.4%	63.1%	63.4%	-4.3%	0.3%
Foreign Born, Naturalized U.S. Citizen	66.5%	61.8%	61.4%	-4.7%	-0.4%
Foreign Born, Not a U.S. Citizen	68.2%	64.5%	65.8%	-3.8%	1.3%
<u>Race</u>					
White	65.2%	62.4%	62.9%	-2.8%	0.5%
African American	60.0%	60.9%	61.1%	0.9%	0.2%
Asian	64.4%	62.6%	62.5%	-1.8%	-0.1%
American Indian, Native Alaskan, Hawaiian, or Pacific Islander	61.4%	65.2%	62.8%	3.9%	-2.4%
More than One Race	67.0%	66.1%	67.1%	-0.9%	1.1%
<u>Ethnicity</u>					
Latino/Hispanic	67.4%	64.7%	66.1%	-2.7%	1.4%
Non-Hispanic	63.4%	61.2%	61.0%	-2.2%	-0.2%
<u>Educational Attainment (Age 25 and Over)</u>					
Less than a high school diploma	55.9%	52.4%	51.0%	-3.5%	-1.4%
High school graduates, no college	63.5%	59.4%	60.8%	-2.6%	1.5%
Some college, no degree	66.7%	64.3%	62.9%	-3.7%	-1.4%
Associate degree	72.3%	67.5%	68.1%	-4.1%	0.7%
Bachelor's degree or higher	75.4%	73.0%	72.9%	-2.5%	-0.1%
<u>Disability</u>					
Has a Disability	20.9%	18.6%	17.2%	-2.4%	-1.3%
Doesn't Have a Disability	69.2%	66.7%	66.8%	-2.5%	0.1%
<u>Served in Armed Forces (Age 18 and Over)</u>					
Yes	51.3%	50.7%	46.6%	-0.7%	-4.0%
No	67.5%	64.7%	64.8%	-2.8%	0.1%

**Source:** U.S. Census Bureau; Employment Development Department

- Labor force participation among prime working age cohorts, or Californians age 25 through 54, were consistently higher than those of other demographic groups. In October 2019, the 25 to 34, 35 to 44, and 45 to 54 age cohorts all had LFPRs of 79.7 percent or above. Although labor force participation decreased among these age cohorts from October 2010 through October 2016, it rebounded for the most part during the October 2016-October 2019 period. The same was largely true for those age 55 to 64.



- Labor force participation among younger and older workers was a different story. The LFPR among youths age 16 to 24 fell 1.3 percentage point from October 2010 through October 2016, with youths age 20 to 24 experiencing a larger decrease than teens. The LFPR among California youths age 16 to 24 decreased an additional 0.4 percentage point over the three years ending in October 2019. Whereas the LFPR rose 1.4 percentage points among youths age 20 to 24 it decreased 1.3 percentage points among teens. For teens, this was the continuation of a long-term decrease in their LFPR. At the beginning of 2001, the teen LFPR reached as high as 46.9 percent in March 2001, only to steadily decrease thereafter. In October 2019, the teen LFPR was just 27.0 percent. Similarly, the LFPR among youths age 20 to 24 reached as high as 76.4 percent in April 2001. It fell steadily thereafter and was 67.8 percent in October 2019.
- Labor force participation drops off dramatically as people age and retire. Only one out of every five (20.1 percent) Californians age 65 and over participated in the labor force in October 2019. The LFPR among Californians age 65 to 69 was 33.7 percent in October 2019, 19.7 percent among those age 70 to 74, and just 10.3 percent among those age 75 and over. Although labor force participation falls off dramatically among older workers, Californians age 65 and over were the age cohort that experienced an increase in their labor force participation from October 2010 through October 2016. The increase was most pronounced among Californians age 70 and over. Although the overall LFPR among Californians age 65 and older was unchanged over the three years ending in October 2019, it rose 0.9 and 2.1 percentage points respectively among those age 65 to 69 and those over the 75 and over, but fell 1.8 percentage points among those age 70 to 74.
- Foreign-born Californians had a slightly higher rate of labor force participation than native-born Americans in October 2019, despite experiencing a greater decrease in their labor force participation rate from October 2010 through October 2016. This was particularly true for foreign-born noncitizens. The LFPR of native-born Americans rose by just 0.1 percentage point over the three years ending in October 2019. It rose by 0.3 percentage point among foreign-born Californians on the strength of a 1.3 percentage point increase among foreign-born non-citizens.
- Latinos (66.1 percent) had the highest labor force participation rate among racial and ethnic groups in October 2019, followed by Whites (62.9 percent) and Asians (62.5 percent). Although African Americans (61.1 percent) had a lower participation rate, their LFPR increased over the entire October 2010 through October 2019 period, rising 0.9 percentage point from October 2010 through October 2016 period and an additional 0.2 percentage point from October 2016 through October 2019. Labor force participation among both Latinos and Whites rose from October 2016 through October 2019 after decreasing over the prior six years. The LFPR among Asians fell 0.1 percentage point over the October 2016-October 2019 period.
- Labor force participation was strongly correlated with educational attainment, with less educated groups participating in the labor force at a lower rate than groups with more education. The labor force participation rate among Californians age 25 and older who did not complete high school was just 51.0 percent in October 2019 compared to 72.9 percent among those who had a bachelor's degree or higher. Labor force participation fell across educational attainment groups from October 2010 through October 2016. However, it increased among high school graduates and associate degree holders over the three years ending in October 2019 and was little changed among those with a



bachelor's degree or higher. Labor force participation continued to decrease among those who had attended some college but had not earned a degree and those who had not completed high school over the October 2016-October 2019 period.

- Less than one out of every five (17.2 percent) Californians with a disability participated in the labor force in October 2019. The LFPR among those with a disability decreased over the course of the entire October 2010 through October 2019 period. However, having a disability is strongly associated with advancing age. In October 2019, over three-fifths (61.9 percent) of the nearly 2.9 million Californians with a disability was age 60 and older and nearly one-third was age 75 and older. In contrast, just one out of every seven (14.1 percent) Californians with a disability was less than 40 years of age.
- The labor force participation rate among California veterans age 18 and older fell by a modest 0.7 percentage point from October 2010 through October 2016, but fell 4.0 percentage points from October 2016 through October 2019. Less than half (46.6 percent) of Californian veterans participated in the labor force in October 2019. However, veterans overall are an aging demographic group with the majority of California veterans having served in the Vietnam War era or earlier. Over three-fifths (62.9 percent) of California's 1.5 million veterans were 60 years or older in October 2019 and close to half (45 percent) were age 70 and older. In contrast, a little more than one out of every five (22.0 percent) of California's veterans was under the age of 50.
- The baby boom generation refers to the large number of people who were born immediately after the end of World War II in 1946 through 1964. In 2010, the age of baby boomers ranged from 46 to 64. As discussed previously, labor force participation rates in this age range tend to be comparatively high. In contrast, baby boomers ranged in age from 55 to 73 in 2019. As baby boomers age and enter their retirement years, they also enter into those age cohorts in which labor force participation rates plunge. As they age past 70, their labor force participation rates will plunge further.
- Baby boomers leaving the labor force appears to be dampening overall labor force participation in California.
- According to 12-month average wage data from the CPS, the population of Californians age 65 and older grew by a little over one million from October 2010 through October 2016, or by about 170,000 persons each year. Whereas the number of people age 65 and older in the labor force grew by nearly 350,000, or by 55,000 persons each year, the number of persons age 65 and older who did not participate in the labor force rose by nearly 700,000, or 116,000 per year.
- Over the three years ending in October 2019, the number of Californians age 65 and older grew by 640,000 persons, or by an average of over 210,000 persons each year. The number of older workers in the labor force grew by around 125,000, or 42,000 persons a year. In contrast, the ranks of people age 65 and older who were not in the labor force grew by 513,000, or an average of 171,000 persons a year.
- The CPS tracks the reasons why people do not participate in the labor force, including: whether or not a person was disabled, in school, taking care of house or family, in retirement, ill, or something other. Retirement is typically the most frequent reason for not being in the labor force, followed by taking care of house or family, attending school,

and having a disability. Illness and something other are typically much less frequently cited.

- From October 2010 through October 2016, the number of Californians not in the labor force grew by a little over 1.5 million persons. The number of people in retirement grew by 820,000 persons, the large majority of whom were age 55 and older. The number of persons not in the labor force due to school grew by 289,000 persons, primarily among youths age 16 to 24. The number of persons taking care of house or family grew by 238,000, primarily among prime working age persons, and the number of disabled grew by 190,000, with the increase occurring across age groups.
- In contrast, the number of Californians not in the labor force grew by 233,000 over the October 2016-October 2019 period. The number of persons not in the labor fell for every reason except retirement: in school decreased by 178,000, taking care of house or family by 117,000, and having a disability by 111,000. In sharp contrast, the number of persons not in the labor force due to retirement increased by 678,000, of whom nearly 600,000 was age 65 and older.
- The number of Californians not in the labor force increased by 34,000 persons over the year ending in October 2019. Once again, the number fell across all reason categories except in retirement, which increased by 187,000 persons. The number of those not in the labor force age 65 and older increased by 196,000 persons. A narrower age breakdown revealed that the number of Californians age 65 to 69 who were not in the labor force due to retirement fell by 51,000 persons over the year, but the number of those age 70 and older in retirement grew by 233,000 persons.
- The data for those not in the labor force suggest that California's strong economy did in fact draw more marginally attached workers into the labor force over the three years ending in October 2019, which is what one would expect in a labor market with record low unemployment and an ongoing 116-month employment expansion. However, the gathering wave of retiring baby boomers that averaged about 200,000 persons per year dampened overall labor force participation.
- The wave of retiring baby boomers will continue and possibly strengthen over the years to come. A rough estimate of how many baby boomers will leave the labor force from 2019 through 2024 can be derived by taking the October 2019 population of persons in the age 55 to 59, 60 to 64, 65 to 69, and 70 to 74 age cohorts, the full range of which captures the baby boom population, and multiplying that by the labor force participation rate of the next oldest five-year age cohort. For example, the population of 55 to 59 age cohort is multiplied by the LFPR of the 60 to 64 age cohort, the 60 to 64 population is multiplied by 65 to 69 LFPR, and so on. Applying this method yields an estimate that 2,666,000 baby boomers will participate in the labor market in five years' time compared to 3,924,000 in October 2019. In other words, around 1,250,000 baby boomers, or 250,000 persons per year, may be expected to leave the California labor force over next five years due to the normal interaction between of aging and retirement on labor force participation alone.
- Although this estimate of how many baby boomers will exit the labor force over the next five years will be lower if the recent trend of increasing labor force participation among older workers continues, the sheer numbers of retiring baby boomers will dampen overall labor force participation in the years to come. At the same, their departure from

the labor force will also mean that establishments will have to replace many of their work functions, creating demand for replacement workers.

- Demand industries within the economy are identifiable by determining which industries added the most jobs over a specified time period. However, it is inherently difficult to identify emerging industries under the existing North American Industry Classification System (NAICS). Essentially an industry must already have emerged to receive its own unique NAICS classification. As a result of this limitation, this section identifies the fastest growing industries in California as those industries that added jobs at a rate that was at least 11.4 percent, or twice that of total nonfarm employment, over the three years ending in October 2019. This three-year period was chosen to capture more recent trends within the labor market.
- Individual and family services, which includes in-home health supportive services jobs, was the California industry that added the most jobs from October 2016 through October 2019, followed by limited-service eating, or fast food, eating places. Both of these industries are characterized by comparatively low skill and low wage jobs. Although individual and family services was among California's fastest growing industries over the October 2016-October 2019 period, limited-service eating places was not, but did grow at a faster rate than overall total nonfarm employment.

**Table 6**

**California's Fastest Growing Industries From October 2016 Through October 2019**  
(Not Seasonally Adjusted Data)

<b>Industries That Gained the Most Jobs</b> (Three-Year Change in Number)		<b>Industries That Grew the Fastest</b> (Three-Year Change in Percent)	
Individual and Family Services	98,700	Motor Vehicle Manufacturing	105.2%
Limited-Service Eating Places	64,000	Other Information Services	40.9%
Other Information Services	38,400	Other Heavy and Civil Engineering Construction	32.9%
Computer Systems Design and Related Services	37,100	Data Processing, Hosting and Related Services	32.0%
Local Government Education	33,600	Warehousing and Storage	25.7%
Employment Services	31,900	Software Publishers	23.1%
Warehousing and Storage	31,000	Industrial Machinery Manufacturing	20.6%
Outpatient Care Centers	27,700	Other Schools and Instruction (Private)	20.0%
Building Equipment Contractors	26,600	Residential Building Construction	20.0%
Scientific Research and Development Services	23,800	Building Foundation and Exterior Contractors	19.6%
Management of Companies and Enterprises	22,700	Highway, Street, and Bridge Construction	19.5%
Building Foundation and Exterior Contractors	22,300	Scientific Research and Development Services	18.6%
State Government Education	22,000	Nonresidential Building Construction	17.3%
Residential Building Construction	20,900	Electronic Computer Manufacturing	17.1%
Architectural, Engineering and Related Services	18,400	Spectator Sports	16.0%
Investigation and Security Services	17,800	Couriers and Messengers	16.0%
General Medical and Surgical Hospitals	17,200	Individual and Family Services	15.8%
Accommodation	17,000	General Freight Trucking	15.8%
General Merchandise Stores	16,900	Commercial and Industrial Machinery Rental and Leasing	15.4%
Software Publishers	15,900	Special Food Services	15.0%
Services to Buildings and Dwellings	15,600	Offices of Other Health Practitioners	14.7%
Building Finishing Contractors	14,500	Outpatient Care Centers	14.1%
Other Schools and Instruction	13,200	Electronic Instrument Manufacturing	13.8%
General Freight Trucking	13,100	Beverage and Tobacco Product Manufacturing	13.2%
Data Processing, Hosting and Related Services	13,000	Specialty (not Psychological or Substance Abuse) Hospitals	12.9%
Couriers and Messengers	12,900	Social Advocacy Organizations	12.9%
Offices of Other Health Practitioners	12,800	Architectural and Structural Metals Manufacturing	12.7%
Nonresidential Building Construction	12,700	Computer Systems Design and Related Services	12.4%
Colleges, Universities and Professional Schools (Private)	12,200	Personal and Household Goods Repair	12.2%
State Government Excluding Education	11,700	Air Transportation	12.2%
Electronic Instrument Manufacturing	11,500	Investigation and Security Services	12.2%
County Government	11,100	Building Equipment Contractors	11.9%
City Government	11,000	Waste Management and Remediation Services	11.8%
Special Food Services	10,900	Hardware, Plumb and Heating Merchant Wholesalers	11.5%
Elementary and Secondary Schools (Private)	10,700	Home Health Care Services	11.4%
Activities Related to Real Estate	10,500	Elementary and Secondary Schools (Private)	11.4%
Electronic Computer Manufacturing	10,300		
Motor Vehicle Manufacturing	10,200		
Accounting, Tax Preparation and Bookkeeping Services	10,100		

Source: Employment Development Department

- Three of the California industries that added more than 20,000 jobs from October 2016 through October 2019 were high-skill and high-paying sectors with a high technology orientation, including: other information services, computer systems design and related services, and scientific research and development services. Architectural, engineering, and related services; software publishers; data processing, hosting and related services; electronic instrument manufacturing, and electronic computer manufacturing were among the other high technology industries that added more than 10,000 jobs over the period. These same high technology industries were among California's fastest growing industries over the October 2016-October 2019 period with the exception of architectural, engineering, and related services, which nevertheless grew at a faster pace than overall total nonfarm employment but not at over twice its pace.
- Several of California's existing demand industries were in the educational sector, including local government education (public schools); state government education; other schools and instruction; private colleges, universities, and professional schools; and private elementary and secondary schools. Of these industries, only other schools and instruction and elementary and secondary schools, both of which were in the private sector, were among California's fastest growing.

- Several of California’s existing demand industries were in the health care sector, including: outpatient care centers; general medical and surgical hospitals; and offices of other health practitioners. Outpatient care centers, offices of health practitioners, specialty (not psychological or substance abuse) hospitals, and home health care services were among California’s fastest growing. The job growth rate in general medical and surgical hospitals lagged well below that of total nonfarm employment.
- The construction industry played a key role in California’s employment expansion and construction workers were in strong demand over the October 2016-October 2019 period. The construction industries that added the most jobs and grew at the fastest pace included: building equipment contractors, building foundation and exterior contractors, residential building construction, and nonresidential building construction. In addition, other heavy and civil engineering construction grew at the third fastest pace among California industry sectors, and highway, street, and bridge construction was among the fastest growing industries. Building finishing contractors was also a strong demand industry and its 10.9 percent growth rate only narrowly missed the fastest growing list.
- Warehousing and storage, couriers and messengers, and general freight trucking were among the California industries that added the most jobs and grew at the fastest pace. This presumably reflected the continued rapid growth in e-commerce and online shopping.
- Several of the industries that added the most jobs over the October 2016-October 2019 period were in professional and business services’ administrative and support and waste services subsector, which tends to have lower skill and paying jobs. Employment services, investigation and security services, and services to buildings and dwellings were among the industries that added the most jobs over the period. Investigation and security services, and waste management and remediation services were among California’s fastest growing.
- According to the U.S Bureau of Labor Statistics, 2.5 million California workers were members of a union in 2019. They comprised 15.2 percent of California’s nearly 16.5 million wage and salary. In contrast, just 10.3 percent of wage and salary workers in the nation as a whole were members of a union in 2019.[1] California had the seventh highest rate of union affiliation among states in 2019.
- According to 12-month average Current Population Survey data, half (50.3 percent) of all union members in California worked in the public sector in October 2019. Government also had the highest rate of union affiliation, with over half (52.4 percent) of all government workers being members of a union. Nearly three-fifths (58.4 percent) of local government workers were members of a union, as were over half (51.3 percent) of state government workers, and three out of every 10 (30.8 percent) federal government workers.

[1] U.S. Bureau of Labor Statistics Union Member Summary

**Table 7**

## Union Membership By Major Industry Sector in California: October 2019

(12-Month Average Current Population Survey; Percent of  
Workers in Sector Who Were Members of a Union)

<u>Industry Sector</u>	<u>Share (%) of Workers</u>
<b>Total, All Industries</b>	<b>15.2%</b>
<b>Government, Total</b>	<b>52.4%</b>
Local Government	58.4%
State Government	51.3%
Federal Government	30.8%
<b>Private Sector, All Sectors</b>	<b>8.8%</b>
Construction	18.2%
Transportation and Utilities	16.3%
Educational and Health Services	16.0%
Information	15.6%
Mining	8.8%
Manufacturing	7.6%
Wholesale and Retail Trade	7.6%
Leisure and Hospitality	4.8%
Other Services	3.9%
Agriculture, Forestry, Fishing, and Hunting	3.9%
Financial Activities	3.6%
Professional and Business Services	2.6%

**Source:** U.S. Census Bureau; Employment Development Department

- In contrast, just one out of every 11 (8.8 percent) wage and salary workers in California's private sector was a member of a union. Construction (18.2 percent) was the major industry sector with the highest share of union members in its workforce, followed by transportation and utilities (16.3 percent), educational and health services (16.0 percent), and information (15.6 percent). Professional and business services had the lowest rate of union affiliation at 2.6 percent). A total of five major industry sectors in the private sector had union membership rates below five percent.
- A detailed comparison of the earnings of union and non-union members in major California industry sectors is beyond the scope of this report. That said, the BLS estimated that at the national level, the median weekly earnings of full-time wage and salary union members was \$1,095 in 2019, compared to \$892 for non-union members. This was a difference of \$203 a week, or 22.7 percent.[1]
- Information about future labor market trends is critical for developing programs that help meet employer needs and help residents get a job, a better job and an upward career pathway. Industry and occupational employment projections are provided for the nation by the Department of Labor's (DOL), Bureau of Labor Statistics (BLS) and

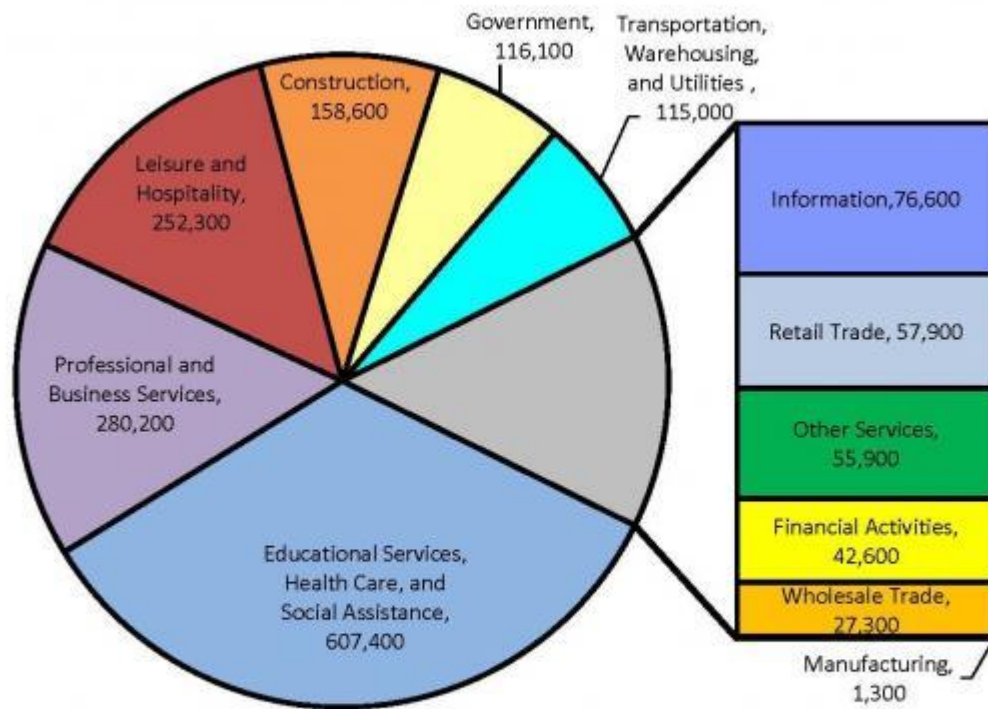
translated into projections for the state and metro areas by the Employment Development Department's Labor Market Information Division (LMID).

- Total industry employment in California, which includes self-employment, private household workers, farm employment, and nonfarm employment, is expected to reach 20,022,700 by 2026, an increase of 10.7 percent during the 10-year projection period. Total nonfarm employment is projected to add 1,789,600 jobs during the period. Nearly 73 percent of projected nonfarm growth is concentrated in four sectors: educational services (private), health care, and social assistance; professional and business services; leisure and hospitality; and construction.
- The major industry sectors projected to have the largest job growth is educational services (private), health care, and social assistance, accounting for 33.9 percent of the projected growth. The projected growth for the sector is 607,400 jobs during the 2016-2026 projection period (see Figure 7). The greatest concentration of job gains is projected to occur in the following educational services (private), health care, and social assistance subsectors:
  - Social assistance (246,300)
  - Ambulatory health care services (213,400)
  - Educational services (private) (62,000)
- The educational services (private), health care, and social assistance is also expected to be the fastest growing industry sector with an expected growth rate of 23.9 percent (see Figure 8). As the population grows and demographics change, the demand for workers in this sector will remain high.
- The top 25 industry groups that are expected to generate the most employment are projected to account for 1,222,500 jobs during the 2016-2026 projection period (see Table 8).
- Eight of the top 25 industry groups generating the most employment are within the health care and social assistance subsector. They are expected to generate 487,200 jobs during the 10-year projection period.
- Individual and family services tops the list with a projected employment growth of 235,700 jobs during the 10-year projection period.
- The top 25 industry groups by percentage growth are expected to grow a combined 35.5 percent (782,500 jobs) during the 2016-2026 projection period.
- Eight of the top 25 fastest growing industry groups are within the health care and social assistance subsector.
- Motor vehicle manufacturing top the list with an expected growth rate of 103.1 percent during the 10-year projection period.

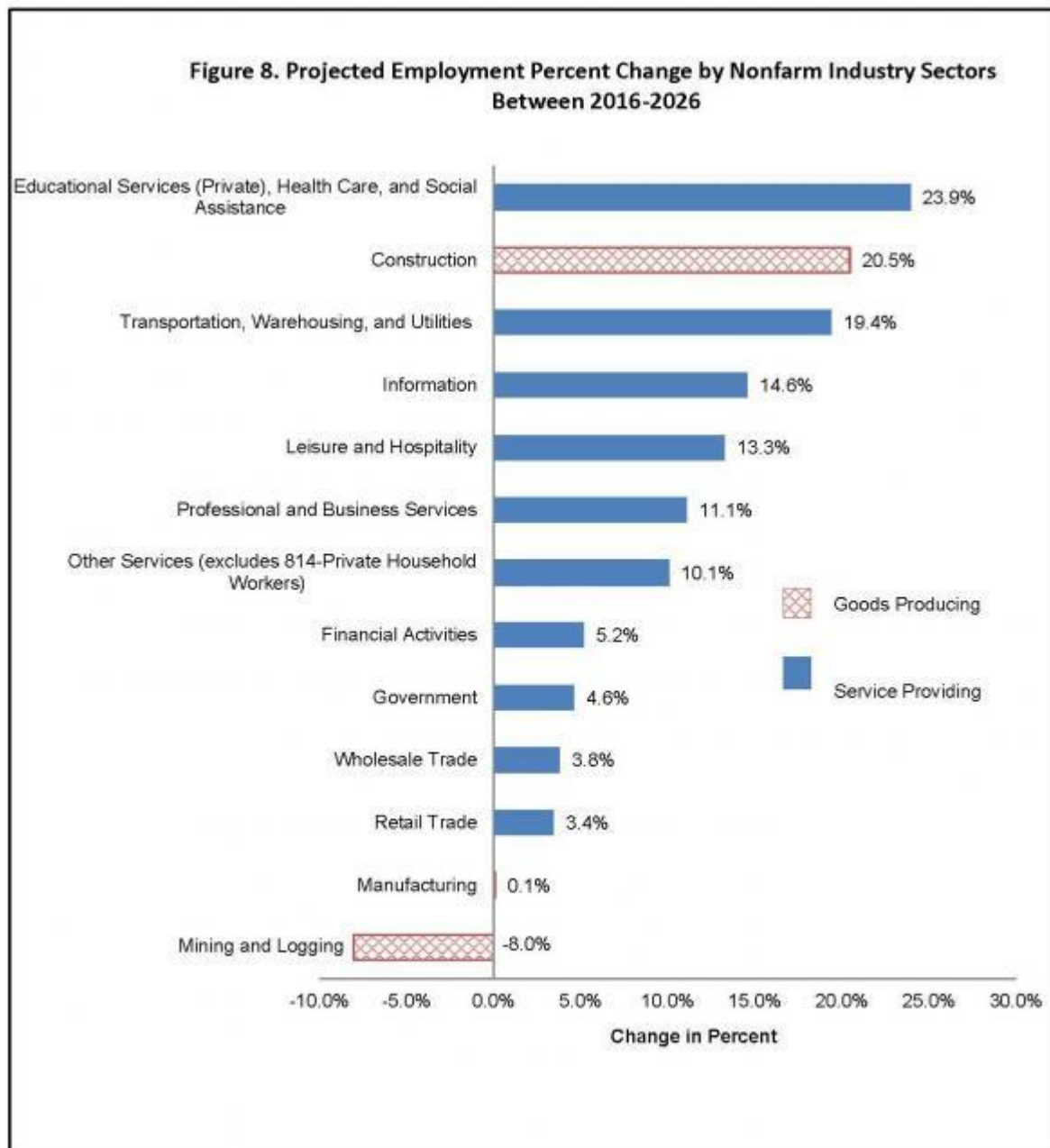
[1] A more detailed breakdown of median weekly earnings of full-time wage and salary workers by union affiliation in the United States in 2019 by industry and occupation may be found here: <https://www.bls.gov/news.release/union2.t04.htm>.



**Figure 7.**  
**Projected Job Growth by Nonfarm Industry Sector Between 2016-2026**



Source: Employment Development Department



**Source:** Employment Development Department

**Table 8: California Nonfarm Industry Groups With the Largest Projected Job Growth from 2016-2026**

Industry Title	Projected 2016-2026 Job Growth	Industry Title	Projected 2016-2026 Job Growth (Percent)	Projected 2016-2026 Job Growth
Individual and Family Services	235,700	Motor Vehicle Manufacturing	103.1%	9,900
Full-Service Restaurants	100,300	Other Information Services	59.3%	53,900
Limited-Service Eating Places	85,500	Warehousing and Storage	58.2%	63,800
Outpatient Care Centers	66,800	Home Health Care Services	51.2%	40,100
Warehousing and Storage	63,800	Electronic Shopping and Mail- Order Houses	49.1%	21,900
Computer Systems Design and Related Services	55,100	Software Publishers	42.0%	28,000
Other Information Services	53,900	Data Processing, Hosting, and Related Services	41.0%	16,400
Local Government Education	48,900	Individual and Family Services	39.1%	235,700
Building Equipment Contractors	43,300	Specialty (except Psychiatric and Substance Abuse) Hospitals	36.8%	5,000
Management, Scientific, and Technical Consulting Services	42,800	Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	35.1%	31,700
Offices of Physicians	40,500	Outpatient Care Centers	34.8%	66,800
Home Health Care Services	40,100	Medical and Diagnostic Laboratories	34.8%	11,900
Employment Services	36,400	Offices of Other Health Practitioners	30.7%	26,000
Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	31,700	Other Ambulatory Health Care Services	26.6%	7,500
Other Local Government	31,500	Other Schools and Instruction	26.2%	17,100
Colleges, Universities, and Professional Schools	28,200	Utility System Construction	25.6%	11,100
Software Publishers	28,000	Other Personal Services	25.4%	12,500
Offices of Other Health Practitioners	26,000	Nonresidential Building Construction	23.5%	16,900
Building Finishing Contractors	25,000	Other Heavy and Civil Engineering Construction	22.7%	1,700
State Government Education	24,900	Personal Care Services	22.5%	17,700
General Merchandise Stores, including Warehouse Clubs and Supercenters	23,600	Management, Scientific, and Technical Consulting Services	22.2%	42,800
Nursing Care Facilities (Skilled Nursing Facilities)	23,500	Residential Building Construction	21.5%	22,200
General Medical and Surgical Hospitals	22,900	Used Merchandise Stores	21.2%	3,900
Residential Building Construction	22,200	Other Specialty Trade Contractors	20.6%	12,800
Electronic Shopping and Mail- Order Houses	21,900	Grantmaking and Giving Services	20.2%	5,200
Total	1,222,500	Total		782,500

Source: Employment Development Department

- Middle-skilled occupations are those that require more than a high school education but less than a four-year degree. The top 25 middle-skilled occupations (see Table 8) are expected to generate 162,460 average annual job openings during the 2016-2026

period. These openings include approximately 67,750 due to those exiting the labor force, 77,990 transferring to a different occupation, and 16,760 due to job growth.

- Bookkeeping, accounting, and auditing clerks top the list with 22,450 average annual job openings during the 2016-2026 period.
- Seven of the top 25 occupations are in a health care related field and are expected to generate 47,130 average annual job openings during the ten-year period.
- Median annual salaries range from \$25,782 for manicurists and pedicurists to \$104,295 for dental hygienists.
- Sixteen out of the top 25 middle-skill occupations are at or above the median hourly and median annual wage for all occupations in California.
- Nine out of the top 25 middle-skill occupations are below the median hourly and median annual wage for all occupations in California.

**Table 9: California's Top 25 Middle-Skilled Occupations with the Most Job Openings (2016-2026)**

For the table below, middle-skilled occupations are defined as occupations that require some college, a postsecondary non-degree award, or an associate's degree as defined by education levels provided by the BLS in 2018.

SOC Code*	Occupational Title	Average Annual Job Openings				2019 First Quarter Wages [5]	
		Exits [1]	Transfers [2]	Numeric Change [3]	Total Jobs [4]	Median Hourly**	Median Annual**
43-3031	Bookkeeping, Accounting, and Auditing Clerks	12,800	9,780	80	22,450	\$22.82	\$47,465
53-3032	Heavy and Tractor-Trailer Truck Drivers	6,630	9,820	1,760	18,200	\$22.82	\$47,482
25-9041	Teacher Assistants	8,990	7,470	1,250	17,710	N/A	\$35,182
31-1014	Nursing Assistants	6,720	5,590	1,580	13,890	\$16.41	\$34,131
31-9092	Medical Assistants	4,270	5,970	2,480	12,720	\$17.90	\$37,238
49-3023	Automotive Service Technicians and Mechanics	2,420	4,640	550	7,610	\$22.32	\$46,431
39-5012	Hairdressers, Hairstylists, and Cosmetologists	3,500	2,620	930	7,040	\$12.74	\$26,483
15-1151	Computer User Support Specialists	1,540	3,910	1,130	6,580	\$30.11	\$62,611
31-9091	Dental Assistants	2,710	3,050	810	6,570	\$19.23	\$39,983
29-2061	Licensed Practical and Licensed Vocational Nurses	2,660	2,620	1,180	6,450	\$27.28	\$56,741
25-2011	Preschool Teachers, Except Special Education	2,510	3,110	530	6,160	\$16.93	\$35,202
39-5092	Manicurists and Pedicurists	1,920	1,630	600	4,150	\$12.40	\$25,782
31-9011	Massage Therapists	2,020	1,110	780	3,900	\$16.96	\$35,277
23-2011	Paralegals and Legal Assistants	1,080	2,170	540	3,790	\$28.03	\$58,267
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	870	2,100	560	3,530	\$26.85	\$55,851
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	1,170	2,500	-150	3,520	\$28.50	\$59,275
15-1134	Web Developers	570	1,580	590	2,720	\$38.17	\$79,399
17-3023	Electrical and Electronics Engineering Technicians	810	1,340	180	2,330	\$31.88	\$66,295
33-2011	Firefighters	680	1,290	140	2,110	\$37.07	\$77,097
27-2011	Actors	940	980	50	1,970	\$21.30	N/A
31-9097	Phlebotomists	640	850	370	1,860	\$21.83	\$45,391
27-4011	Audio and Video Equipment Technicians	520	1,140	190	1,850	\$23.03	\$47,920
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	700	1,110	30	1,840	\$20.74	\$43,133
15-1152	Computer Network Support Specialists	430	1,100	240	1,770	\$35.00	\$72,796
29-2021	Dental Hygienists	850	530	360	1,740	\$50.14	\$104,295
	Total	67,750	77,990	16,760	162,460		

Source: Employment Development Department

Notes:

\*The Standard Occupational Classification (SOC) system is used by government agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

\*\*Cells highlighted in green are at or above the median hourly and median annual wage for all occupations in California. Cells highlighted in red are below the median hourly and median annual wage for all occupations in California. The median hourly wage for all occupations in California was \$20.86 and the median annual wage for all occupations in California was \$43,388 for the first quarter of 2019.

[1] Exits are the projected number of workers leaving an occupation and exiting the labor force entirely. Labor force exits are more common at older ages as workers retire, but can occur at any age. Labor force exits are not necessarily permanent exits from the labor force; for example, some workers exit the labor force to pursue additional education with the intention of returning to the labor force. They do represent permanent separations from an occupation.

[2] Transfers are the projected number of workers leaving an occupation and transferring to a different occupation. Transfers represent permanent separations from an occupation, not temporary movements where the worker is expected to return to the same occupation in the future.

[3] Numeric change measures the projected number of job gains or losses in an occupation for the projection period.

[4] Total job openings are the sum of exits, transfers, and numeric change.

[5] Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2019 first quarter and do not include self-employed or unpaid family workers. An estimate could not be provided for wages listed as N/A.

- Unemployment rates by demographic group were discussed previously to demonstrate how labor market conditions in California improved across all demographic groups over the course of the employment expansion. Not only did the unemployment rates of all demographic groups fall substantially, but the gap between demographic groups with the highest and lowest unemployment rates also shrank considerably. At the outset of the expansion in October 2010, teens had the highest unemployment rate at 34.4 percent and persons age 25 and older who had a bachelor's degree or higher had the lowest unemployment rate at 6.2 percent, which was a difference of 28.2 percentage points. In October 2019, after nine years of expansion, the teen unemployment rate was still the highest at 14.7 percent and the 2.6 percent unemployment rate among persons with a bachelor's degree or higher degree holders was still the lowest. However, the gap between the two rates had narrowed to 12.1 percentage points.
- Despite this improvement, some demographic groups faced larger obstacles in the labor market than others in October 2019. This is seen in comparing the October 2019 unemployment rates of major demographic groups in California.
- According to 12-month average data from the CPS, California's overall unemployment rate was 4.1 percent in October 2019.

- The unemployment rate among youths age 16 to 24 was more than double the overall rate at 9.1 percent. The unemployment rate among teens (14.7 percent) was higher than that among youths age 20 to 24 (7.4 percent), but the rates of both groups were comparatively high.
- The unemployment rate among Californians with disabilities was also more than double the overall rate at 8.9 percent.
- Two major demographic groups had unemployment rates that were 1.5 percentage points or higher than the overall rate: Californians 25 and older who had not obtained a high school diploma (6.0 percent) and African Americans (5.6 percent).
- Latinos (4.7 percent) and foreign-born non-citizens (4.7 percent) were the other major demographic groups with rates that were higher than the overall unemployment rate.
- The demographic groups with the highest unemployment rates in October 2019 are the groups who will be most vulnerable should economic conditions in California change and the economy tip into a recession. Based on an analysis of unemployment rates over the October 2010-October 2019 period, younger workers, and particularly youths, would likely fare worse than older workers if a recession were to occur, persons with disabilities would likely fare worse than those without disabilities, less well educated groups would like fare worse than more educated groups, African Americans and Latinos would likely fare worse than Whites and Asians, and foreign-born noncitizens would likely fare worse than native born Americans and naturalized U.S. citizens.
- According to 12-month average CPS data, just over one million of California's 2.2 million unemployed persons had been unemployed for 27 weeks or more in October 2010. The number of long-term unemployed fell by 828,000 persons to 189,000 from October 2010 through October 2019. The share of the long-term unemployed in total unemployment fell from 46.0 percent to 23.9 percent over the same period.
- Although small sample issues complicate any analysis of the long-term unemployed in October 2019, younger workers and less well-educated workers appear to have comprised a disproportionately high share of total long-term unemployment. Over two-fifths (44.6 percent) of long-term unemployed Californians was either under the age 35 or had a attained a high school diploma or less (43.3 percent). This suggest that inexperienced persons with low educational attainment and undifferentiated skills face particularly large obstacles in the labor market.
- Average monthly employment and average weekly pay data for California industries for the first quarter of 2019 are available from the Quarterly Census of Employment and Wages (QCEW). This section compares average weekly pay in major industry sectors and subsectors, or two-digit NAICS industries. The health care and social assistance subsector has been further subdivided into health care and social assistance components because of their large discrepancy in pay. High, middle, and low paying jobs are loosely defined with respect to the average weekly pay total for all industries and what seem to be natural break points in the data. Subsector data are provided because major industry sectors such as professional and business services and educational and health services have a mix of high, middle, and low paying jobs.



Table 10

**Average Weekly Pay in California Industry Sectors and  
Subsectors: First Quarter of 2019**  
(Quarterly Census of Employment and Wages Data)

Major Industry Sector	Average Weekly Pay	Industry Subsectors	Average Weekly Pay
Total, all industries	\$1,405	Highest Pay	
<u>Highest Pay</u>		Management of Companies and Enterprises	\$3,066
Information	\$3,847	Finance and Insurance	\$3,062
Mining	\$2,606	Utilities	\$2,943
Financial Activities	\$2,496	Professional, Scientific, and Technical Services	\$2,512
Manufacturing	\$1,930	<u>Middle Pay</u>	
Professional and Business Services	\$1,905	Wholesale Trade	\$1,614
<u>Middle Pay</u>		State Government	\$1,581
Government	\$1,378	Federal Government	\$1,542
Construction	\$1,346	Real Estate and Rental and Leasing	\$1,473
Trade, Transportation, and Utilities	\$1,094	Transportation and Warehousing	\$1,329
Education and Health Services	\$1,014	Health Care	\$1,326
<u>Lowest Pay</u>		Local Government	\$1,304
Other Services	\$798	<u>Lowest Pay</u>	
Agriculture, Forestry, Fishing & Hunting	\$630	Educational Services	\$1,037
Leisure and Hospitality	\$565	Arts, Entertainment, and Recreation	\$924
		Administrative and Support and Waste Services	\$915
		Retail Trade	\$725
		Accommodation and Food Services	\$498
		Social Assistance	\$396

Source: Employment Development Department

- Information (\$3,847) had the highest average weekly pay among major industry sectors in California in the first quarter of 2019, followed by mining (\$2,606), financial activities (\$2,496), manufacturing (\$1,930), and professional and business services (\$1,905).
- In the professional and business services sector, the management of companies and professional, scientific, and technical services subsectors were among California's highest paying sectors and subsectors. However, the administrative and support and waste services subsector was among the lowest paying sectors and subsectors. This subsector accounted for two-fifths (39.4 percent) of all professional and business services jobs.
- In the financial activities sector, the finance and insurance subsector was among California's highest paying sectors and subsectors, but the real estate and rental and leasing sector was among the middle-paying industry sectors and subsectors.
- The government; construction; trade, transportation, and utilities; and educational and health services sectors were classified as middle pay range industry sectors. However, there were differences in pay in some subsectors.
- In the trade, transportation, and utilities sector, utilities had high average pay, wholesale trade and transportation and warehousing fell in the middle average pay range, and retail trade fell in the low range.
- In the educational and health services sector, health care fell within the middle average pay range sectors and subsectors, and educational services and social assistance fell within the low paying sectors. Educational services had the highest average weekly pay of all low paying sectors and subsectors.



- Other services; agriculture, forestry, fishing, and hunting; and leisure and hospitality had the lowest average weekly pay among California sectors in the first quarter of 2019.
- According to first quarter of 2019 employment totals from the Quarterly Census of Employment and Wages (QCEW), 4.1 million of California's nearly 17.4 million jobs were in high paying industry sectors and subsectors. These high paying sectors accounted for less than one-quarter (23.4 percent) of all California's jobs. Over three-quarters (76.6 percent) of all California's jobs were in middle and low paying industry sectors and subsectors.
- The number of middle and low paying jobs was roughly equal in the first quarter of 2019. Employment totaled 6.7 million jobs in low average pay sectors and subsectors 6.5 million jobs middle pay ones. Jobs in low-paying and middle-paying industry sectors and subsectors accounted for 38.8 and 37.8 percent, respectively, of total all industry jobs.
- Occupational wage data are available for the first quarter of 2019 from the Occupational Employment Statistics (OES) Survey, as are occupational employment estimates from May 2018. According to the OES, the median hourly wage for all occupations in California was \$20.86 in the first quarter of 2019. Thirteen of California's 22 major occupational groupings had median hourly wages above the median and nine had median hourly wages that were below it.
- Employment in those occupational groups with hourly wages above the overall median wage totaled 7.3 million jobs in May 2018, compared to 9.7 million jobs in occupational groups with hourly wages that were below it. Expressed differently, 57.0 percent of Californians were employed in occupational groups that paid less than the overall median wage in the first quarter of 2019 compared to 43.0 percent who were employed in occupational groups that paid more.
- Differences in occupational wage levels were even more pronounced if one accounts for the seven major occupational groups that had median hourly wages above \$36 an hour, or more than \$15 an hour above the overall median hourly wage, in the first quarter of 2019. They were: management occupations; computer and mathematical operations occupations; legal occupations; architectural and engineering occupations; healthcare practitioners and technical occupations; life, physical, and social science occupations; and business and financial operations occupations. Employment in these seven occupational groups totaled 4.1 million jobs in May 2018, accounting for just under one-quarter (24.2 percent) of total employment.

**Table 11**

**Median Hourly Wages By Occupational Group in California:  
First Quarter of 2019**

(Occupational Employment Statistics (OES) Survey Results)

<b>Major Occupational Group</b>	<b>Median Hourly Wage</b>
<b>Total, all occupations</b>	<b>\$20.86</b>
<u>Wages Above the Median</u>	
Management Occupations	\$58.54
Computer and Mathematical Occupations	\$50.53
Legal Occupations	\$49.59
Architecture and Engineering Occupations	\$46.65
Healthcare Practitioners and Technical Occupations	\$43.35
Life, Physical, and Social Science Occupations	\$38.84
Business and Financial Operations Occupations	\$36.31
Arts, Design, Entertainment, Sports, and Media Occupations	\$28.88
Education, Training, and Library Occupations	\$27.59
Construction and Extraction Occupations	\$27.02
Community and Social Services Occupations	\$25.20
Installation, Maintenance, and Repair Occupations	\$24.51
Protective Service Occupations	\$23.22
<u>Wages Below the Median</u>	
Office and Administrative Support Occupations	\$19.38
Healthcare Support Occupations	\$17.61
Production Occupations	\$16.82
Transportation and Material Moving Occupations	\$16.32
Sales and Related Occupations	\$15.48
Building and Grounds Cleaning and Maintenance Occupations	\$15.22
Food Preparation and Serving-Related Occupations	\$12.60
Personal Care and Service Occupations	\$12.49
Farming, Fishing, and Forestry Occupations	\$11.95
<u>Source:</u> Employment Development Department	

- In contrast, eight major occupational groups had median hourly wages of less than \$18 an hour[1], including: healthcare support occupations, production occupations, transportation and material moving occupations, sales and related occupations, building and grounds cleaning and maintenance occupations, food preparation and serving-related occupations, personal care and service occupations, and farming, fishing, and forestry occupations. Employment in these eight major occupational groups totaled nearly 7.3 million jobs in May 2018, accounting for over two-fifths (42.6 percent) of total employment.

[1] The minimum wage in California rose to \$12 an hour on January 1, 2019.

- California's labor market is characterized by regional inequalities, and more particularly, coastal and inland areas of the state. Coastal areas are narrowly defined as those California counties that border the Pacific Ocean or San Francisco Bay, and inland areas include those counties that do not. As such, coastal areas include large

metropolitan areas such as San Diego, Los Angeles, San Jose, San Francisco, and Oakland. The Sacramento and Inland Empire metropolitan areas are included among inland areas even though their economies are interconnected with and share many of the same characteristics of the large, urban coastal areas of the state.

- According to annual average data from the Quarterly Census of Employment and Wages (QCEW), 12.4 million, or nearly three-quarters (73.3 percent), of California's nearly 17 million wage and salary jobs were in coastal areas of California in 2018. Employment in inland areas totaled 3.7 million jobs, of which close to two-fifths were in the Riverside-San Bernardino and Sacramento metropolitan areas combined.
- Inland areas experienced slightly faster job growth than coastal areas from 2010 through 2018. Whereas wage and salary jobs in inland areas grew by 21.7 percent over this eight-year period, they grew by 19.5 percent in coastal areas. Inland areas excluding the Riverside-San Bernardino and Sacramento metropolitan areas grew at a slightly slower rate of 20.2 percent.
- Annual average pay levels were much higher in coastal areas than inland areas of the state over the 2010 through 2018 period. The average annual pay in coastal areas was \$75,100 in 2018, compared to \$48,400 in inland areas. The pay discrepancy was even wider in inland areas if the Riverside-San Bernardino and Sacramento metropolitan areas are omitted from inland areas. Average annual pay in inland areas excluding these two areas was just \$33,100 in 2018. That said, the cost of living, and more particularly housing and lodging, tend to be much higher in coastal areas than inland areas of the state.
- Wages and salaries grew at a faster rate in coastal areas than inland areas over the 2010-2018 period. Average annual pay increased by \$18,000, or 31.5 percent, in coastal areas from 2010 through 2018, compared to \$7,700, or 18.8 percent, in all inland areas, and \$4,800, or 17.2 percent, in inland areas excluding the Sacramento and Riverside-San Bernardino metropolitan areas.
- In October 2010, when unemployment was near its peak, unemployment rates ranged from a high of 23.8 percent in construction to a low of 3.8 percent in public administration. This was a range of 20.0 percentage points. Unemployment rates improved across industry sectors over the October 2010-2019 period. In October 2019, unemployment rates ranged from a high of 13.5 percent in agriculture, forestry, and hunting to a low of 2.0 percent in financial activities. This was a range of 11.5 percentage points. The range was even narrower in nonfarm industries, from a high of 5.1 percent in mining to a low of 2.0 percent in financial activities, a difference of just 3.1 percentage points.
- In October 2010, seven industry sectors had unemployment rates higher than 10.0 percent. In contrast, the very seasonal agriculture, forestry, and hunting sector (13.5 percent) was the only industry sector that had an unemployment rate of over 10.0 percent in October 2019. Four nonfarm industry sectors had unemployment rates of 4.0 percent or higher: mining (5.1 percent), wholesale and retail trade (4.4 percent), construction (4.3 percent), and manufacturing (4.0 percent). Five nonfarm sectors had unemployment rates below 3.0 percent: other services (2.8 percent), public

administration (2.7 percent), educational and health care services (2.6 percent), information (2.5 percent), and financial activities (2.0 percent).

- A comparison of October 2010 and October 2019 industry sector unemployment rates suggest that workers in goods producing industry sectors such as construction and manufacturing or consumer-spending sensitive industries such as leisure and hospitality and wholesale and retail trade are among the most vulnerable in times of recession.
- In October 2010, occupational unemployment rates ranged from a high of 27.0 percent in construction and extraction occupations to a low of 6.7 percent in professional and related occupations. This was a range of 20.3 percentage points. Unemployment rates improved across occupational groups over the October 2010-2019 period. In October 2019, occupational unemployment rates in the nonfarm economy ranged from a high of 5.6 percent in construction and extraction occupations to a low of 2.0 percent in management, business, and financial occupations, which was a difference of 3.6 percentage points.
- In October 2010, eight of the ten major occupational groups had unemployment rates higher than 10.0 percent. In contrast, farming, fishing, and forestry occupations (17.9 percent), which tend to be highly seasonal in nature, was the only occupational group with an unemployment rate over 10.0 percent in October 2019. Four additional occupational groups had unemployment rates of 4.0 percent or more: construction and extraction occupations (5.6 percent), transportation and material moving occupations (5.2 percent), production occupations (4.1 percent), and sales and related occupations (4.0 percent). In contrast, three occupational groups had unemployment rates below 3.0 percent: installation, maintenance, and repair occupations (2.9 percent); professional and related occupations (2.7 percent); and management, business, and financial occupations (2.0 percent). Generally speaking, unemployment rates were higher in lower-skill occupations and lower in higher skill ones.
- Educational attainment plays a key role in determining labor market outcomes. Unemployment rates tend to be strongly correlated with educational attainment. As a rule, groups with lower educational attainment are more susceptible to unemployment than are more highly educated groups. Unemployment rates tend to get progressively higher the lower one's educational attainment and progressively lower the higher one's educational attainment. Those with lower educational attainment tend to cluster in low-wage and low-skill industry sectors and more highly educated persons cluster in higher paying and high-skill industries and occupations.
- In October 2010, when unemployment was near its peak, the highest unemployment rate of Californians age 25 and older[1] was among those who had not completed high school at 15.9 percent, followed by 13.0 percent among high school graduates who did not attend college, and 12.4 percent among those who had attended some college but had not earned a degree. In contrast, the unemployment rate among those with an associate degree was 8.5 percent and 6.2 percent among those who had a bachelor's degree or higher.
- The range between the educational attainment groups with the highest and lowest unemployment rates was 9.7 percentage points in October 2010. The unemployment

rates of all educational attainment groups fell substantially over the course of the expansion to the point where just 3.4 percentage points separated the highest and lowest unemployment rates of the major educational attainment groups in October 2019. Nevertheless, those with less educational attainment experienced progressively higher unemployment rates than those with more educational attainment in October 2019. The unemployment rates of those who did not complete high school and those who were high school graduates only were 6.0 and 3.9 percent, respectively, in October 2019. In contrast, the unemployment rates of those with an associate Degree and those who had obtained a bachelor's degree or higher were 3.1 and 2.6 percent, respectively.

- About one-third (32.8 percent) of working Californians over the age of 25 had either not completed high school or had a high school diploma only in October 2019. These workers were clustered in six industry sectors. Wholesale and retail trade (14.1 percent) employed the largest share of workers with a high school diploma or less, followed by construction (13.3 percent), educational and health services (11.0 percent), professional and business services (10.9 percent), leisure and hospitality (10.9 percent), and manufacturing (10.8 percent). As a group, these six industry sectors employed 71.0 percent of all workers who had a high school diploma or less.
- Retail trade employed four-fifths of the workers with a high school diploma or less in the wholesale and retail trade sector. In the professional and business services sector, three-quarters of the workers with a high school diploma or less were employed in the low-wage administrative and support and waste services subsector. Although agricultural, forestry, fishing, and hunting employed just 5.6 percent of those with a high school diploma or less in October 2019, nearly four-fifths (78.3 percent) of the workers in this sector had a high school diploma or less. About half of the workers in this sector over the age of 25 had not completed high school.
- Nearly half (49.2 percent) of California workers age 25 and over with an associate degree or higher worked in either the professional and business services or educational and health care services sectors. The high wage financial activities and information sectors employed an additional 11.8 percent of all workers with an associate degree or higher. Four-fifths of the workers with an associate degree or higher in the professional and business services sector were employed in the high-wage professional, scientific, and technical services sector. Within educational and health services, 46.2 percent of workers with an associate degree or higher worked in the health care industries, and 44.6 percent worked in educational services.
- California's employment, unemployment, and GDP data painted a picture of a strong economy with healthy labor markets as of October 2019, with employment continuing to grow at a solid pace and unemployment continuing to fall. The state's year-over job growth was broad-based across regions and most industries, with little signs of weakening in any particular industry or region. Similarly, GDP data from the second quarter of 2019 showed that the prevailing trend of economic growth in California was continuing.
- Nevertheless, a growing number of economists were warning of increasing risks that the U.S. economy, and the California economy with it, would slow or even tip into recession

in late 2020 or in 2021, citing a slowing global economy, weak business spending, and trade policy uncertainty as specific concerns. In other words, the economic outlook was more opaque than available labor market data might suggest.

- At 116 months of age, California's February 2010-October 2019 employment expansion was already the state's longest of the post-World War II era, exceeding the 113-month expansion that occurred during the 1960s. The third and fourth longest employment expansions in California lasted 92 and 91 months, respectively. Each economic downturn is caused by a unique combination of economic factors and not by its duration. However, if history serves as a guide, there would appear to be a significant possibility that the California economy will slow and even enter a downturn during the lifespan of this State Plan.

[1] Persons under the age of 25 are excluded from the analysis to filter those who are still attending school from the analysis.

This section provides an overview of California's population, and more particularly its working age population, and the target populations that the WIOA is intended to serve.

- According to 12-month average data from the CPS, California's population totaled 39.2 million in October 2019, making it the most populous state in the nation.
- Women made up over half (50.6 percent) of the state's population and men just 49.4 percent. Women made up 55.4 percent of Californians age 65 and over, compared to just 44.6 percent who were men.
- Whites, including Hispanics who self-identify as White, were the largest racial group, making up 72.2 percent of California's population in October 2019. Asians (16.0 percent) were the second largest racial group in October 2019, followed by African Americans (6.3 percent), persons with two or more races (3.5 percent), and American Indians, Alaskan Natives, Native Hawaiians, and Pacific Islanders (2.0 percent).
- Younger Californians tended to be much more racially and ethnically diverse than older Californians. Whites made up 75.7 percent of Californians age 65 and over, compared to 70.7 percent of youths age 16 to 24 and 72.4 percent of those age 0 to 15. Persons of two or more races made up 6.1 percent of the 0 to 15 age cohort, 5.7 percent of the 16 to 24 age cohort, and 3.2 percent of Californians age 25 to 34. In contrast, just 1.4 percent of persons age 65 and over was of mixed race. The share of African Americans was more or less consistent across age cohorts, as was the share among Asians, apart from the 0 to 15 age cohort, which had a lower (13.1 percent) share than those age 16 and over (16.8 percent).
- Nearly two-fifths (38.7 percent) of Californians were of Hispanic ethnicity, but there were large differences between younger and older workers. Latinos made up over half (51.8 percent) of all Californians age 0 to 15, nearly half (47.8 percent) of youths age 16 to 24, and two-fifths of those age 25 to 44. In contrast, only one out of five (19.7 percent) Californians age 65 and over was Latino as were 29.4 percent of those age 55 to 64.
- QuickFacts from the U.S. Census indicate that non-Hispanic Whites made up just 36.8 percent of Californians total population in July 2018.

- Asians were the fastest growing racial or ethnic group in California over the five year-period from October 2014 through October 2019. The Asian population grew by just over one million persons over this period, which was an increase 19.3 percent. In October 2014, 13.8 percent of Californians were Asian. This share rose to 16.0 percent in October 2019. People of more than one race were the next fastest segment of the population, growing by 11.4 percent (140,000 persons), followed by Hispanics at 3.2 percent (475,000), and African Americans at 1.7 percent (40,000 persons). In contrast, the number of White Californians fell slightly by 0.1 percent (34,000 persons) over the five-year period.
- California's foreign-born population totaled nearly 10.3 million persons in October 2019. One out of every four (26.2 percent) Californians was foreign-born. Over half (52.4 percent) of foreign-born Californians were naturalized U.S. citizens, compared to 47.6 percent who were not citizens. The population of foreign-born persons of Central American origin totaled around 4.8 million, making up 46.5 percent of all California's immigrants. The population of Mexican-born persons alone totaled around 4 million in October 2019, comprising nearly two-fifths (38.6 percent) of all foreign-born Californians. The population of persons of Asian and Middle Eastern origin totaled a little over 4 million, accounting for nearly two-fifths (39.1 percent) of California's foreign-born.

**Table 12**



**Demographic Characteristics of Californians By Age**  
(October 2019; 12-Month Average of Current Population Survey Data)

	All Ages Number	0 to 15 Number	16 to 24 Number	25 to 34 Number	35 to 44 Number	45 to 54 Number	55 to 64 Number	65 and over Number
<b>All Demographic Groups</b>	<b>39,203,000</b>	<b>7,949,000</b>	<b>4,556,000</b>	<b>5,916,000</b>	<b>5,295,000</b>	<b>5,050,000</b>	<b>4,657,000</b>	<b>5,781,000</b>
Male	19,349,000	4,063,000	2,311,000	2,970,000	2,668,000	2,510,000	2,249,000	2,580,000
Female	19,854,000	3,886,000	2,245,000	2,946,000	2,628,000	2,540,000	2,408,000	3,201,000
Native-Born	28,951,000	7,949,000	4,556,000	5,916,000	5,295,000	5,050,000	4,657,000	5,781,000
Foreign-Born	10,253,000	7,645,000	4,008,000	4,380,000	3,221,000	2,787,000	2,944,000	3,967,000
Naturalized Citizen	5,375,000	304,000	547,000	1,536,000	2,074,000	2,264,000	1,713,000	1,814,000
Not a Citizen	4,877,000	54,000	149,000	480,000	942,000	1,272,000	1,109,000	1,369,000
White only	28,309,000	5,759,000	3,219,000	4,085,000	3,834,000	3,624,000	3,415,000	4,373,000
African American only	2,475,000	500,000	269,000	477,000	286,000	313,000	326,000	303,000
Asian only	6,279,000	1,040,000	709,000	1,027,000	915,000	902,000	739,000	947,000
American Indian, Alaskan Native, Hawaiian, Pacific Islander	773,000	166,000	99,000	136,000	128,000	84,000	82,000	78,000
More than One Race	1,366,000	483,000	259,000	191,000	132,000	128,000	95,000	79,000
Hispanic/Latino	15,165,000	4,118,000	2,178,000	2,395,000	2,141,000	1,823,000	1,371,000	1,139,000
Non-Hispanic	24,038,000	3,831,000	2,377,000	3,521,000	3,154,000	3,227,000	3,285,000	4,642,000
	All Ages Age Cohort Share (%)	0 to 15 Age Cohort Share (%)	16 to 24 Age Cohort Share (%)	25 to 34 Age Cohort Share (%)	35 to 44 Age Cohort Share (%)	45 to 54 Age Cohort Share (%)	55 to 64 Age Cohort Share (%)	65 and over Age Cohort Share (%)
<b>All Demographic Groups</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Male	49.4%	51.1%	50.7%	50.2%	50.4%	49.7%	48.3%	44.6%
Female	50.6%	48.9%	49.3%	49.8%	49.6%	50.3%	51.7%	55.4%
Native-Born	73.8%	96.2%	88.0%	74.0%	60.8%	55.2%	63.2%	68.6%
Foreign-Born	26.2%	3.8%	12.0%	26.0%	39.2%	44.8%	36.8%	31.4%
Naturalized Citizen	13.7%	0.7%	3.3%	8.1%	17.8%	25.2%	23.8%	23.7%
Not a Citizen	12.4%	3.1%	8.7%	17.9%	21.4%	19.6%	13.0%	7.7%
White only	72.2%	72.4%	70.7%	69.1%	72.4%	71.8%	73.3%	75.7%
African American only	6.3%	6.3%	5.9%	8.1%	5.4%	6.2%	7.0%	5.2%
Asian only	16.0%	13.1%	15.6%	17.4%	17.3%	17.9%	15.9%	16.4%
American Indian, Alaskan Native, Hawaiian, Pacific Islander	2.0%	2.1%	2.2%	2.3%	2.4%	1.7%	1.8%	1.4%
More than One Race	3.5%	6.1%	5.7%	3.2%	2.5%	2.5%	2.0%	1.4%
Hispanic/Latino	38.7%	51.8%	47.8%	40.5%	40.4%	36.1%	29.4%	19.7%
Non-Hispanic	61.3%	48.2%	52.2%	59.5%	59.6%	63.9%	70.6%	80.3%

**Source:** Employment Development Department

- Two-fifths (40.3 percent) of all Californians age 35 to 64 were foreign-born in October 2019, with persons in the 45 to 54 age cohort having the highest share of foreign-born at 44.8 percent. Persons over the age of 55 were slightly less likely to be foreign-born. The foreign-born share of persons in the 55 to 54 and 65 and over age cohorts was 36.8 and 31.4 percent, respectively. Younger Californians were less likely to be foreign-born. The foreign-born share among those age 0 to 15 was just 3.8 percent, 12.0 percent among youths age 16 to 24, and 26.0 percent in the 25 to 34 age cohort.
- California's foreign-born population grew faster than the native-born population over the five-year period from October 2014 through October 2019. Whereas the number of foreign-born grew by 598,000 persons, or 6.2 percent, over this period, the number of native-born Americans grew by 549,000, or 1.9 percent.
- Nearly two-fifths (37.5 percent) of Californians age 25 and older had a bachelor's degree or higher in October 2019 and an additional 9.1 percent had earned an associate degree.

In numerical terms, nearly 10 million Californians had earned a bachelor's degree or higher and 1.3 million had earned an associate degree.

- In contrast, a little less than one-quarter (23.5 percent) of Californians over the age of 25 ended their education with a high school diploma and one out of every seven (14.2 percent) never graduated high school. The combined share of those who had not completed high school or graduated high school only was 37.4 percent in October 2019, or nearly identical to that of those with a bachelor's Degree or higher (37.5 percent).
- Educational attainment patterns varied considerably between racial and ethnic groups in October 2019.
- Asians tended to have the highest educational attainment among California racial and ethnic groups. Two-thirds (66.2 percent) of California Asians over the age of 25 had an associate degree or higher. Nearly three-fifths (58.4 percent) had a bachelor's degree or higher.
- Hispanics tended to have the lowest educational attainment among California racial and ethnic group, in large part due to immigration patterns. Over three-fifths (62.2 percent) of California Hispanics age 25 or older had not graduated high school or had only graduated high school. The shares of those who never completed high school (32.1 percent) and high school diploma holders (30.1 percent) were roughly similar.

**Table 13**

**Demographic Characteristics of Californians By Educational Attainment (Age 25 and Over)**  
(October 2019; 12-Month Average of Current Population Survey Data)

	All Educational Attainment Groups	Did Not Complete High School	High School Diploma, No College	H.S. Graduate, Some College	Associate Degree	Bachelor's Degree or Higher
	Number	Number	Number	Number	Number	Number
<b>All Demographic Groups</b>	26,689,000	3,785,000	6,184,000	4,303,000	2,419,000	9,997,000
Male	12,954,000	1,842,000	3,111,000	2,082,000	1,083,000	4,836,000
Female	13,734,000	1,943,000	3,073,000	2,221,000	1,336,000	5,162,000
White only	19,321,000	3,109,000	4,724,000	3,222,000	1,738,000	6,527,000
African American only	1,708,000	147,000	422,000	406,000	206,000	527,000
Asian only	4,528,000	367,000	715,000	448,000	353,000	2,645,000
American Indian, Alaskan Native, Hawaiian, Pacific Islander	507,000	73,000	181,000	105,000	62,000	87,000
More than One Race	624,000	89,000	143,000	122,000	60,000	211,000
Hispanic/Latino	8,862,000	2,843,000	2,667,000	1,322,000	652,000	1,823,000
Non-Hispanic	17,826,000	942,000	3,517,000	2,981,000	1,767,000	3,227,000
Native-Born	16,949,000	956,000	4,002,000	3,384,000	1,799,000	6,807,000
Foreign-Born	3,829,000	2,066,000	1,046,000	301,000	149,000	268,000
Mexico	3,829,000	2,066,000	1,046,000	301,000	149,000	268,000
Central America/Caribbean	820,000	319,000	232,000	97,000	57,000	114,000
Rest of the World	5,091,000	443,000	904,000	521,000	415,000	2,806,000
	All Educational Attainment Groups Share (%) of Demographic Group	Did Not Complete High School Share (%) of Demographic Group	High School Diploma, No College Share (%) of Demographic Group	H.S. Graduate, Some College Share (%) of Demographic Group	Associate Degree Share (%) of Demographic Group	Bachelor's Degree or Higher Share (%) of Demographic Group
<b>All Demographic Groups</b>	--	14.2%	23.2%	16.1%	9.1%	37.5%
Male	--	14.2%	24.0%	16.1%	8.4%	37.3%
Female	--	14.1%	22.4%	16.2%	9.7%	37.6%
White only	--	16.1%	24.5%	16.7%	9.0%	33.8%
African American only	--	8.6%	24.7%	23.8%	12.1%	30.9%
Asian only	--	8.1%	15.8%	9.9%	7.8%	58.4%
American Indian, Alaskan Native, Hawaiian, Pacific Islander	--	14.4%	35.6%	20.7%	12.2%	17.2%
More than One Race	--	14.2%	22.9%	19.5%	9.6%	33.8%
Hispanic/Latino	--	32.1%	30.1%	14.9%	7.4%	15.6%
Non-Hispanic	--	5.3%	19.7%	16.7%	9.9%	48.4%
Native-Born	--	5.8%	23.6%	19.9%	10.5%	40.2%
Foreign-Born	--	29.7%	22.5%	9.1%	6.4%	32.4%
Mexico	--	54.0%	27.3%	7.9%	3.9%	7.0%
Central America/Caribbean	--	39.0%	28.3%	11.8%	7.0%	13.9%
Rest of the World	--	8.7%	17.8%	10.2%	8.1%	55.2%

**Source:** Employment Development Department

- The share of Whites and African Americans over the age of 25 who had an associate degree or higher were nearly identical at 42.8 and 42.9 percent, respectively, but a slightly higher share of Whites than African Americans had a bachelor's degree or higher and a slightly higher share of African Americans than Whites had an associate degree.
- Native-born Americans tended to have higher educational attainment than foreign-born immigrants, but the story is much more complex below the surface. A little over half of native-born Americans over the age of 25 had an associate degree or higher. Two-fifths had a bachelor's degree or higher. In contrast, just 29.3 percent of native-born

Americans had never completed high school or graduated high school only. In sharp contrast, over half (52.8 percent) of foreign-born Californians had either never completed high school or was a high school graduate only. Three out of every 10 (29.7 percent) had never completed high school. Yet at the same time, nearly two-fifths (38.7 percent) had an associate degree or higher.

- More detailed analysis shows that the existence of a land bridge from an immigrant's country of origin to the California plays an influential role in determining the educational attainment status of immigrant groups. The high costs associated with having to cross an ocean to enter California is a barrier to entry for lower educational attainment groups.
- Over four-fifths (81.3 percent) of foreign born Californians over the age of 25 who were born in Mexico had a high school diploma or less in October 2019, compared to just 10.9 percent who held an associate degree or higher. Over half of Mexican-born Californians had not completed high school. Similarly, over two-thirds (67.3 percent) of foreign-born Californians of Central American or Caribbean origin had a high school diploma or less.
- In sharp contrast, over three-fifths (63.3 percent) of Californians over the age of 25 who were born in the rest of the world (Asia, Middle East, Europe, South American and Africa) had an associate degree or higher in October 2019. Those with a bachelor's degree or higher accounted for 55.2 percent of these immigrants. A little more than one-quarter (26.5 percent) had a high school diploma or less. Less one-tenth (8.7 percent) had not completed high school.
- The number of Californians age 25 and over who had a bachelor's degree or higher grew by nearly 1.5 million, or 3.0 percent, over the five-year period from October 2014 through October 2019. This was the largest increase in both number and percent among the five major educational attainment share. The share of holders of a bachelor's degree or higher amongst Californians age 25 and older grew from 34.5 percent in October 2014 to 37.5 percent in October 2019. The share of high school graduates with no college and associate degree holders each grew by 0.2 percentage point over the same five-year period.
- In contrast, the number of Californians age 25 and over who never completed high school fell by 152,000 persons, or 1.7 percent, from October 2014 through October 2019. Those who had graduated high school and had attended some college but did not receive a degree experienced a comparable decrease. Their number fell by 154,000 persons, or 1.8 percent, over the same five-year period.
- According to the U.S. Census Bureau, 1.6 million veterans resided in California in October 2019. The state of California accounted for 8.5 percent of the nation's 18.9 million veterans. In terms of year-over trends, the state experienced a decrease of roughly 121,000 veterans from October 2018 to October 2019.
- In October 2019, two out of every three veterans in the Golden State were 55 years and older. Two-fifths were age 70 and older. In contrast, 362,000 (22.7 percent) of the state's veterans were between the ages of 35 and 54. The 18 to 34 age group made up the smallest share of the state's veterans, numbering 157,000 (9.9 percent).

- Thirty percent (482,000) of California's veterans served during the Vietnam era (August 1964 to April 1975). About one-third of the state's veterans served in one of the two Gulf wars, including 228,000 veterans who served in the first Gulf War I (August 1990 to August 2001) and 297,000 who served in the second Gulf War and Afghanistan era (September 2001 or later). In addition, nearly 282,000 California veterans served between May 1975 and July 1990.
- California's 143,000 women veterans made up 9.0 percent of the state's veterans population in October 2019. Over one-third (34.5 percent) of women veterans served in the second Gulf War and over one-fifth (21.4 percent) served in the second Gulf War and Afghanistan era. Nine out of every ten military veterans in California were men in October 2019.
- California's civilian labor force included 6.3 million foreign-born workers in October 2019. The number of employed immigrants grew by 392,000 persons over the five-year period from October 2014 to October 2019), which was a byproduct of the state's current economic expansion. In addition, the number of unemployed immigrants fell 164,000 persons over the same five-year period and their unemployment rate dropped from 6.6 percent to 3.8 percent.
- The industry sectors and subsectors that employed the largest numbers of foreign-born workers in October 2019 were health care and social assistance, professional and technical services, accommodation and food services, and construction, each of which employed over 500,000 foreign-born workers. One out of every five (20.3 percent) foreign-born workers was employed in either the health care and social assistance (11.4 percent) or accommodation and food services (8.9 percent) subsectors. The retail trade; durable goods manufacturing; management, administrative and waste services; transportation and warehousing; other services; and educational services subsectors each employed over 300,000 foreign born workers as well.
- Six occupational groups employed more than 400,000 foreign-born workers held in October 2019, including: management occupations (553,000), office and administrative support occupations (514,000), building and grounds maintenance occupations (460,000), construction and extraction occupations (455,000), transportation and material moving occupations (453,000), and sales and related occupations (449,000). Nearly half (47.9 percent) of California's foreign-born workers held jobs in these six occupational groups combined. The types of jobs included in these occupational groups ranged from public relations manager to building cleaning workers to construction trades workers) to sales representatives to metal or plastic machinist workers, to name just a few.
- Four additional occupational groups employed over 300,000 foreign-born workers: production occupations (389,000), food preparation and serving related occupations (370,000), computer and mathematical science occupations (368,000), and personal care and service occupations (360,000). One-quarter (24.7 percent) of the state's foreign-born workers held jobs in one of these four occupational groups.
- The federal government, adopting the definition set forth in the Americans with Disabilities Act (ADA), defines a person with a disability as any person who has a

physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment. Examples of major life activities include: walking, talking, seeing, breathing, performing manual tasks, or caring for oneself.

- According to 12-month average data from the Current Population Survey, there were 2.9 million people with a disability in the state of California in October 2019. They comprised 9.3 percent of California's working age population.
- Persons with disabilities can have more than one type of disability. The most commonly cited type of disability was having difficulty walking or climbing stairs (1,736,000 persons) was the most commonly cited type of disability in October 2019, followed by difficulty doing errands (1,253,000 persons), having difficulty remembering or making decisions (964,000 persons), deafness or serious difficulty hearing (787,000 persons), difficulty dressing or bathing (692,000), and blindness or difficulty seeing without glasses (408,000).
- The likelihood that a person has a disability is strongly correlated with advancing age. For example, only one out of every 25 (4.1 percent) of working age Californians under the age of 55 reported that they had a disability in October 2019 compared to one out of every five (19.5 percent) Californians age 55 and over. Nearly two-fifths (38.2 percent) of Californians age 75 and over had a disability.
- One-third (32.5 percent) of Californians with a disability were age 75 and over in October 2019. Over half (52.1 percent) of all Californians with a disability were age 65 and over, and seven out of every 10 (70.5 percent) were age 55 and over. In contrast, just one out every nine (11.3 percent) Californians who had a disability was less than 35 years of age, and less than one-fifth (18.4 percent) were less than 45.

**Table 14**



**Californians With Disabilities by Age and Type of Disability**  
(October 2019; 12-Month Average Current Population Survey Data)

	<u>All Ages Number</u>	<u>16 to 24 Number</u>	<u>25 to 34 Number</u>	<u>35 to 44 Number</u>	<u>45 to 54 Number</u>	<u>55 to 64 Number</u>	<u>65 to 74 Number</u>	<u>75 and Over Number</u>
<b>All Persons</b>	<b>31,254,000</b>	<b>4,566,000</b>	<b>5,903,000</b>	<b>5,282,000</b>	<b>5,036,000</b>	<b>4,653,000</b>	<b>3,355,000</b>	<b>2,461,000</b>
Doesn't Have a Disability	28,356,000	4,401,000	5,740,000	5,075,000	4,715,000	4,118,000	2,787,000	1,520,000
Has a Disability	2,898,000	164,000	163,000	207,000	321,000	535,000	568,000	941,000
<b>Share (%) of Age Cohort Having a Disability</b>	<b>9.3%</b>	<b>3.6%</b>	<b>2.8%</b>	<b>3.9%</b>	<b>6.4%</b>	<b>11.5%</b>	<b>16.9%</b>	<b>38.2%</b>
<b>Type of Disability</b>								
Difficulty Walking or Climbing Stairs	1,736,000	36,000	52,000	105,000	181,000	344,000	369,000	648,000
Difficulty Doing Errands	1,253,000	87,000	70,000	86,000	130,000	195,000	196,000	490,000
Difficulty Remembering or Making Decisions	964,000	121,000	84,000	96,000	113,000	163,000	122,000	266,000
Deafness or Serious Difficulty Hearing	787,000	15,000	20,000	30,000	50,000	109,000	161,000	403,000
Difficulty Dressing or Bathing	692,000	35,000	25,000	41,000	68,000	124,000	114,000	286,000
Blindness or Difficulty Seeing Without Glasses	408,000	9,000	16,000	19,000	41,000	78,000	73,000	171,000

**Age Distribution of Persons Who Have a Disability**

	<u>All Ages Share (%)</u>	<u>16 to 24 Share (%)</u>	<u>25 to 34 Share (%)</u>	<u>35 to 44 Share (%)</u>	<u>45 to 54 Share (%)</u>	<u>55 to 64 Share (%)</u>	<u>65 to 74 Share (%)</u>	<u>75 and Over Share (%)</u>
<b>All Types of Disabilities</b>	<b>100.0%</b>	<b>5.7%</b>	<b>5.6%</b>	<b>7.1%</b>	<b>11.1%</b>	<b>18.5%</b>	<b>19.6%</b>	<b>32.5%</b>
<b>Type of Disability</b>								
Difficulty Walking or Climbing Stairs	100.0%	2.1%	3.0%	6.0%	10.4%	19.8%	21.3%	37.4%
Difficulty Doing Errands	100.0%	6.9%	5.5%	6.9%	10.3%	15.5%	15.6%	39.1%
Difficulty Remembering or Making Decisions	100.0%	12.6%	8.7%	9.9%	11.7%	16.9%	12.6%	27.6%
Deafness or Serious Difficulty Hearing	100.0%	1.9%	2.5%	3.8%	6.3%	13.8%	20.4%	51.2%
Difficulty Dressing or Bathing	100.0%	5.0%	3.5%	5.9%	9.9%	17.9%	16.5%	41.3%
Blindness or Difficulty Seeing Without Glasses	100.0%	2.1%	4.0%	4.6%	10.0%	19.2%	17.9%	42.0%

Source: U.S. Census Bureau; Employment Development Department

- The strong relationship between advancing age and the incidence of having a disability held true across types of disability, but was most pronounced among those who were deaf or had serious difficulty hearing. Over half (51.2 percent) of the Californians who had serious difficulty hearing were age 75 or over, and 85.5 percent were age 55 and over. Persons age 65 and over comprised over half of those with a disability for every other type of disability except having difficulty remembering or making decisions. Just two-fifths of Californians who had difficulty remembering or making decisions were age 65 and over.
- Some types of disabilities were more prevalent among younger Californians age 16 to 45 than were others. Nearly one-third (31.2 percent) of Californians who had difficulty remembering or making decisions was less than 45, as were one-fifth (19.4 percent) of those who had difficulty doing errands, and about one out every seven (14.5 percent) of those who had difficulty dressing or bathing.
- Based on a 12-month average of CPS data, the unemployment rate for persons with disabilities in California's civilian labor force was 8.9 percent in October 2019, which



was more than twice as high as the 3.9 percent rate among persons who did not have a disability. However, the unemployment rate for persons with disabilities decreased over the last six years, from 15.9 percent in October 2013 to 8.9 percent in October 2019. This was a decrease of 7.0 percentage points.

- Persons who had difficulty remembering or making decisions had the highest unemployment rate at 17.7 percent in October 2019, followed by those who had difficulties doing errands (11.6 percent), and those who had difficulty dressing or bathing (9.5 percent). Unemployment rates among persons with other types of disability were lower than the 8.9 percent rate for all Californians having a disability. The unemployment rate among those who had difficulty walking or climbing stairs was 8.2 percent in October 2019; 6.7 percent among those who were blind or had difficulty seeing without glasses; and 5.5 percent among those who were deaf or had serious difficulty hearing.
- In October 2019, 42.9 percent people with disabilities persons over the age of 25 who participated in California's civilian labor force had an associate degree or higher. Nearly one-third (31.9 percent) had a bachelor's degree compared to 11.0 percent who had attained an associate degree. Persons with disabilities and those without in California's civilian labor force had comparable levels of educational attainment, with the largest difference being between the shares of those with a bachelor's degree or higher. The shares of persons with disabilities and those without them age 25 and above and who had a bachelor's degree or higher were 35.2 and 31.9 percent, respectively, which was a difference of 3.3 percentage points.
- Although people with disabilities often face unique challenges, particularly in rural areas, in getting to work due to limited transportation options, data that document the scope of this problem this are hard to come by. That said, the U.S. Census Bureau's American Community Survey (ACS) has limited transportation-to-work data that are available.
- According to the ACS, nearly four-fifths (78.8 percent) of Californians with disabilities got to work by car, truck, or van in 2017. In contrast, over four-fifths (84.4 percent) of persons without a disability did so. Persons with disabilities were more apt than those who did not have disability to work at home (8.2 to 5.9 percent), take a bus or trolley to work (5.0 percent to 3.1 percent), or walk to work (3.0 percent to 2.4 percent).
- There were only subtle differences in travel times to work among persons with disabilities and those who did not have them. Over half of the persons in both groups who did not work at home got to work in less 30 minutes, although the share of persons having a disability (56.5 percent) was slightly higher than those without a disability (55.9 percent). At the same time, a slightly higher share of persons with disabilities (13.7 percent) took more than one hour to get to work than persons without a disability (12.6 percent).
- According to 12-month average CPS data from October 2019, workers between the ages of 16 and 24 made up 11.6 percent of California's civilian labor force. The youth age cohort's percent share of the labor force decreased by 2.0 percentage points over the five-year period from October 2014 to October 2019. This decline was the result of the increased shares of other age cohorts actively participating in the state's labor force.

- The unemployment rate for 16 to 24 year olds was 9.1 percent in October 2019. The youth unemployment rate was 10.6 percent in January 2007, which was before the start of the recession, it rose steeply during the recession and peaked at 23.4 percent in September 2010, after which it fell steadily over the course of the expansion. In October 2019, the youth unemployment rate was 14.3 percentage points lower than its recessionary peak.
- Two-fifths (40.3 percent) of California's 2.0 million working youths were employed in either the accommodation and food services (438,000 or 21.3 percent) or retail trade (388,000 or 18.9 percent) subsectors in October 2019. Younger workers were generally a good fit for the jobs in these subsectors such as retail salespersons, cashiers, or recreation attendants because they acquired basic skills in mathematics and effective communication before entering the workforce.
- From an occupational perspective, close to half (48.7 percent) of California's younger workers held jobs in just three major occupational groups, each of which employed over 300,000 youths in October 2019. Office and administrative support occupations (16.7 percent) employed the largest share of youths, followed by sales and related occupations (16.5 percent), and food preparation and serving related occupations (15.5 percent). The types of jobs in these occupational groups included office assistants, cashiers, and fast food workers.
- Among the 2.3 million youth that did not participate in the state's labor force in October 2019, over four-fifths (83.4 percent) chose to attend school instead. An additional 6.4 percent cited the need to take care of house or family as the reason why they did not participate in the labor force. Less than five percent cited disability as the reason why they did not actively participate in the labor force.
- Migration is defined as the movement of people from one location to another permanent place of residence. The reasons why people migrate are due to push and pull factors. Push factors such as retirement, movement of a business, or lack of work often drive people from their current place of residence. A healthy economy and a pleasant climate are examples of pull factors that attract people to new locations.
- According to the most current data available from the U.S. Census Bureau's American Community Survey, 523,100 people migrated out of California in 2017 and 661,026 migrated in from another state. The number of people migrating out of the state increased by 8,400 people from 2016 to 2017. Migration into the Golden State increased 3,300 persons, from 657,700 in 2016 to 661,000 in 2017.
- In 2017, the Californians that moved out of the state tended to gravitate towards Texas (41,000), New York (34,300), and Washington (33,100). One out of every five (20.7 percent) Californians that migrated out of the state moved to one of these three states.
- California attracted 661,000 residents from across the country in 2017, the largest numbers of whom previously resided in the states of Texas (63,200), Arizona (59,200), Washington (52,500), and Oregon (50,100). One out of every three persons (34.0 percent) that migrated into California that year came from one of these four states.

- Barriers to employment refer to the attributes of job candidates such as their skills, experience, and work history that may hinder their chances of finding gainful employment. The challenging barriers that California's justice involved individuals often must overcome include a limited education, a lack of work experience, and negative stigmas when they try to find a job in today's economy.
- The Center for Economic and Policy Research contends that time behind bars often leads to a reduction in a worker's human capital. In particular, it limits a worker's ability to attain a formal education, gain on-the-job experience, and acquire and use soft skills such as customer relations in a work environment.
- In addition to these barriers, justice involved individuals who seek a job often lack the social networking skills that are necessary to acquire employment. Moreover, a criminal record often subjects justice involved individuals to legal restrictions that limit employment within specific industries as well as their ability to acquire professional licenses. Occupations that are often legally closed to justice involved individuals typically include those that require contact with children, certain healthcare professions, and jobs that provide security services.
- The U.S. Bureau of Justice Statistics estimated that there were 1.5 million prisoners under jurisdiction of state or federal authorities in the United States in 2017. Just over 1.4 million of these prisoners were men (92.5 percent) and 111,400 (7.5 percent) were women. Among the 1.3 million prisoners under state jurisdiction, 131,000, or one out of ten was in the state of California.
- Data from the California's Department of Corrections and Rehabilitation (CDCR) for persons on parole provides insight into the number of persons released from confinement in state prisons. This information helps to gauge the number of justice involved individuals that may have sought entry into the state's labor force within a given year. According to the latest data from CDCR, the total active parolee population increased from 43,814 to 47,370 from June 2016 to June 2018.
- According to the CDCR, nearly one out of every five (18.7 percent) persons on parole in California was 25 to 29 years old in June 2018. Persons on parole between the ages of 18 and 44 made up 70 percent of the active parolee population. Two out of every five persons on parole in the state were Hispanic in June 2018.
- The counties that had the largest concentrations of the state's 47,370 persons on parole in June 2018 were: Los Angeles (28.6 percent), San Bernardino (7.3 percent), Riverside (6.4 percent), San Diego (6.2 percent), Orange (5.9 percent), and Sacramento (4.2 percent). All other counties in the state combined accounted for 41.4 percent of the parolee population.
- The U.S. Public Health Service Act defines a homeless individual as an individual who lacks housing (without regard to whether the individual is a member of a family), including any individual whose primary residence during the night is a supervised public or private facility such as a shelter that provides temporary living accommodations, or is a resident in transitional housing.
- The U.S. Department of Housing and Urban Development (HUD) estimated that there were 553,800 homeless individuals in the U.S. in 2018, of whom 64.8 percent (358,400)

were sheltered and 35.2 percent (194,500) were unsheltered. Seven out of every ten (71 percent) of nation's homeless, or 392,900 persons, were over the age of 24. Between 2010 and 2018, the total number of homeless persons in the U.S. decreased by 13.2 percent, or 84,200 persons, from 2010 to 2018.

- HUD estimated that California's homeless population was 129,970 in 2018, of whom 89,540 were unsheltered and 40,430 were sheltered. California accounted for 23.5 percent of the nation's homeless population. Nearly half (46.0 percent) of all unsheltered homeless people in the U.S. were in California. The counties in the state that had the largest concentrations of homeless persons includes: Los Angeles (49,960), San Diego (8,580), and Santa Clara (7,250).
- According to HUD estimates, California's 1,560-person decrease in the number of homeless persons from 2017 to 2018 was the largest decrease of any state in the nation. Florida (1,160), Michigan (700), Hawaii (690), and Georgia (680) had the next largest year-over decreases.
- HUD estimated that in 2018, 33 out of every 10,000 people in the state of California had experienced homelessness. Among this population, 109,000 were individuals and 20,960 were people in families with children. In addition, 10,840 were veterans and 32,660 were chronically homeless individuals. Chronically homeless individuals are persons with a disability who have been continuously homeless for one year or more or have experienced at least four episodes of homelessness in the last three years where the combined length of time being homeless in those occasions is at least twelve months.

### **Skill Gaps**

While state level labor market data can provide helpful insight into employer needs and potential workforce skill gaps at a macro level, due to the sheer complexity of California's economy, skills gap assessments are most accurate and reflective of the diversity of the state when conducted at the regional level.

For this reason, Local Boards are required to engage with other core program partners and employers within their RPUs to conduct a regional analysis of economic conditions as a part of the WIOA Regional Planning process. This analysis must include, but is not limited to, the following:

- An analysis of the regional workforce which includes current labor force employment and unemployment data;
- Information on labor market trends;
- Educational and skill levels of the workforce, including individuals with barriers to employment.

California believes that conducting these assessments as part of a meaningful regional planning effort drives regional sector career pathways that are comprised of the following components: multiple on-ramps to enter and exit with industry recognized credentials; active participation by employers for training and placement; innovations in program content and delivery for upskilling; and integrated support services, including academic and safety-net resources.

## **2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS**

Below is an overview of key workforce and education activities, the client populations served, and an assessment of the strengths and opportunities of the programs, including information on administrative and service delivery capacity.

### **California Workforce Development Board**

The California Workforce Development Board (CWDB) is the Governor's agent for the development, oversight, and continuous improvement of California's workforce investment system. The members of the CWDB, which consist primarily of representatives from businesses, labor organizations, educational institutions, and community organizations, assist the Governor in designing a statewide plan and establishing appropriate program policy. The CWDB reports to the Governor through the Chair of the CWDB, Secretary for the Labor and Workforce Development Agency, and Executive Director who provide oversight of the CWDB members and staff to ensure that policy recommendations are consistent with the Governor's vision for the state.

**Clients/Service Population:** The CWDB does not directly deliver services to a client population. The CWDB's primary responsibility is to set policy for Workforce Innovation and Opportunity Act (WIOA) Title I programs and to work with WIOA core program and other state plan partners to align programs and services to build a comprehensive system.

**Strengths:** Over the last several years CWDB has improved policy coordination and program alignment with WIOA core programs and other state plan partners at the state and local level.

**Opportunities:** The CWDB can increase internal capacity for industry engagement at the state, regional, and local level in order to drive demand driven career pathways.

### **Local Workforce Development Boards**

The state workforce development system is comprised of 45 Local Workforce Development Areas (Local Area), each with its own business-led Local Workforce Development Board (Local Board). Local Boards focus on strategy and, in partnership with the Governor and chief local elected officials, facilitate public-private partnerships that support sector strategies and career pathways. They work to advance opportunities for all workers, create access to available skilled labor for business, foster innovation and ensure streamlined operations and service delivery excellence. Critical to their charge is their oversight of the local America's Job Centers of California<sup>SM</sup> (AJCC) which are the hub of the statewide service delivery vehicle for workforce, education, and business services. Workforce funds allocated to Local Boards support the job training, placement, and business services delivered through the AJCCs. These AJCCs, through partnerships with other local, state and federal agencies, education and economic development organizations provide services vital to the social and economic well-being of their communities.

**Clients/Service Population:** Local Boards provide services annually to millions of adult, dislocated worker, youth, and universal access clients through the AJCCs and California Job Openings Browse System (CalJOBS<sup>SM</sup>) labor exchange system. Local Boards assist an estimated 65,000 businesses annually in the hiring and retention of skilled workers.

**Strengths:** Local Boards have experience braiding resources and integrating service delivery through the AJCC system. Local Boards also have connections to their local communities, and have experience with administering state and local led regional initiatives, including sector and career pathway strategies

Opportunities: Local Boards can increase client access to training and education programs that align with regional labor market dynamics, including apprenticeship programs and career pathway programs that grant “stackable” credentials.

### **Employment Development Department**

The Employment Development Department (EDD) administers WIOA Title I, Wagner Peyser, Labor Market Information Division, Disability Insurance, Paid Family Leave, Unemployment Insurance (UI), Trade Adjustment Assistance, and the Jobs for Veterans State Grant, among other programs. EDD is also California’s major tax collection agency, administering the audit and collection of payroll taxes and maintaining the employment records for more than 17 million California workers. One of the largest departments in state government, handling over \$90 billion annually, EDD has nearly 7,300 employees providing services at more than 200 locations throughout the state.

Clients/Service Population: EDD processes over 1.5 million initial unemployment insurance claims per year, over half a million disability insurance claims, and provides job services to 1.5 million people through Wagner-Peyser programs. EDD also administers programs that are targeted towards youth, people with disabilities, veterans, and workers who lose their jobs or whose hours of work and wages are reduced as a result of increased imports.

Strengths: EDD’s online labor exchange system, the CalJOBS<sup>SM</sup> is accessible to both employers and job seekers throughout the state. CalJOBS<sup>SM</sup> contains over half a million job listings and is accessed by more than a million job seekers every year.

Opportunities: EDD is continuing to work to more fully integrate Wagner-Peyser staff into the AJCC system and comply with mandatory partnership requirements pertaining to how Unemployment Insurance recipients are served.

### **Employment Training Panel**

The Employment Training Panel (ETP) is a statewide business-labor incumbent worker training and economic development program. ETP supports economic development in California through strategic partnerships with business, labor, and government, and through the provision of financial assistance to California businesses to support customized worker training programs that attract and retain skilled workers and businesses; provide workers with secure jobs that pay good wages and have opportunities for advancement; assist employers to successfully compete in the global economy; and promote the benefits and ongoing investment in employee training among employers.

Clients/Service Population: ETP serves over 400 employers a year and 60,000 incumbent workers who receive training. To date, ETP has provided approximately \$1.6 billion for the successful training and employment retention of over 1.2 million workers employed by over 84,000 California businesses.

Strengths: The “pay-for-performance” nature of ETP contracts helps facilitate close to an 80 percent retention rate for trained employees, resulting in both layoff aversion and business expansion. ETP’s contracts follow a pay-for-performance model, where employers earn funds as they complete employee training and retention benchmarks. ETP’s program is strong in employer engagement, with businesses developing their own customized training programs, and with ETP’s extensive outreach to, and participation of, their stakeholder employers. ETP also has strong relationships with the California Community Colleges, trade associations, and

labor unions across the state. ETP is also currently developing a new computer system for both staff and customer use which will modernize their program.

**Opportunities:** ETP recognizes the need to focus more strategically on career pathways and industry sector engagement. ETP also has the goals of increasing their strategic partnerships with other state agencies including the CWDB, and with streamlining and modernizing their program requirements.

### **California Community Colleges**

California Community Colleges' Chancellor's Office (CCCCO) is the state agency for providing administration and direction for the California Community Colleges (CCC) postsecondary CTE programs, including the apprenticeship and the adult education programs. The Workforce and Economic Development Division (WEDD), within the CCCCCO, is responsible for administration and program oversight of postsecondary CTE programs, including the apprenticeship, the adult education programs, and Perkins V. The Division's portfolio consists of the Strong Workforce Program, California Adult Education Program, California Apprenticeship Initiative, Nursing, and the Economic Workforce Development Program.

**Clients/Service Population:** California's 115 community colleges offer 350 different fields of study, 8000 certificate programs, and 4,500 associate degree programs. More than a quarter of the state's 2.1 million community college students enroll in a community college CTE course.

**Strengths:** Community colleges offer low cost education programs that are accessible to the public, including populations with barriers to employment. Many community colleges have strong partnerships with Local Boards and locally administered CalWORKs programs. The CCCCCO investments are guided by the Vision for Success, a bold strategic plan with clear priorities and goals. The CCCCCO also has a regional model that is designed to address the diverse communities and their workforce needs across the state. The regional model and employer engagement focus allows the CCC to better align programs and curricula with regional labor markets, build stronger regional partnerships, and provide more robust supportive services. Community colleges also have a variety of programs designed to serve populations with barriers to employment including Disabled Student Programs and Services, CalWORKs, Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education Program, Foster and Kinship Care Education and Foster Youth Success Initiatives.

**Opportunities:** The CCCCCO's set of broad reforms underway has create an environment where campuses are carefully examining the student journey and changing how supports and services are designed and offer to increase retention, completion, transfer and achieving employment goals. Strengthening employer engagement activities, and conversations on competency based education and credentials attainment, as well as the intention to better align career pathways between K12 and CCC will further improve student outcomes and sustainability of CTE programs.

### **California State Board of Education and Department of Education**

The State Board of Education (SBE) is the K-12 policy-making body for academic standards, curriculum, instructional materials, assessments and accountability. The SBE adopts instructional materials for use in grades kindergarten through eight. The SBE also adopts regulations to implement a wide variety of programs created by the Legislature, such as charter schools, and special education. In addition, the SBE has the authority to grant local education agency requests for waivers of certain provisions of the state Education Code, and acts on petitions to unify or reorganize school district boundaries. Finally, the SBE is officially the



designated “State Education Agency” that is charged with providing policy guidance to the state and local education agencies regarding federal education policies and programs such as the Elementary and Secondary Education Act, the Strengthening Career and Technical Education for the 21st Century Act (referred to as Perkins V), WIOA, and the Individuals with Disabilities Education Act.

The California Department of Education (CDE) is the administrative and oversight body for K-12 programs, including career technical education and adult education and literacy programs in California. Four divisions within the CDE have program responsibilities associated, directly and/or indirectly, with WIOA. These divisions include the Career and College Transition Division, the Special Education Division, the English Learner and Support Division, and the Coordinated Student Support Division.

Clients/Service Population: Transition services are provided to 137,000 Students with Disabilities statewide, including 94,000 served by WorkAbility 1 programs; 18,314 at-risk students are served through county run juvenile justice facilities and county community schools; over three-quarters of a million students are served under adult education including basic skills, English Language Acquisition, CTE, Adults with Disabilities, and family literacy programs. CDE also oversees CTE programs serving 970,000 secondary students and 59,000 adult CTE students.

Strengths: In both adult education and CTE, there is a focus on regional collaboration including K-12 programs, adult education, community college non-credit and credit programs, and partnerships with higher education to develop and integrate standards-based academics with career relevant, industry-themed pathways and work-based learning opportunities that are aligned to high-need, high-growth, or emerging regional economic sectors. The CDE has also developed a strong community of practice related to secondary transitions and has integrated work based learning approaches for students with disabilities; ensured WIOA Title II grantees have the flexibility to match curriculum with the goals and objectives of other WIOA funded programs; and implemented an evaluation process for the Coordinated Student Support programs.

Opportunities: Access to supportive services for students such as counseling, childcare, and transportation services could be addressed by better coordination at the state, local, and regional level between programs overseen by CDE, human service programs, and other workforce and education programs. CDE also lacks common student identifiers across educational segments which creates obstacles to data matching and tracking individuals into the labor market.

### **Governor’s Office of Business and Economic Development**

The Governor’s Office of Business and Economic Development (GO-Biz) serves as the State of California’s leader for job growth and economic development efforts. GO-Biz offers a range of services to business owners including: attraction, retention and expansion services, site selection, permit streamlining, clearing of regulatory hurdles, small business assistance, international trade development, assistance with state government, and much more.

Clients/Service Population: GO-Biz works directly with businesses to help organizations understand opportunities to start, maintain, and grow operations in California. This assistance includes, but is not limited to: site selection, permit assistance, international trade development, connectivity to strategic partnerships, information on incentive programs, and referrals to local and state business assistance resources. In addition to direct business assistance, GO-Biz also

administers and supports programs led by regional business assistance and economic development organizations.

**Strengths:** Through its direct interactions with California businesses of all sizes and industry sectors, GO-Biz helps businesses communicate their workforce development needs to the ETP, Local Boards, educational institutions, and training providers. In conjunction with its local, regional and state partners, GO-Biz connects businesses with workforce needs to applicable resources. In collaboration with the network of workforce programs and institutions, GO-Biz assists in elevating the demands for the needed talent pipeline for our current and future employers and in identifying the emerging needs of future industries. GO-Biz's business engagement allows early recognition of the emerging workforce needs for the future and advances those needs to the California Labor and Workforce Development Agency, local partner organizations, and educational systems to develop the necessary skills to create the workforce of the future.

**Opportunities:** GO-Biz has the opportunity to increase its reach to a wider audience of business, education and training partners and to coordinate business assistance activities with state, regional and local partners.

### **Department of Rehabilitation**

The mission of Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities in California. The DOR administers the largest vocational rehabilitation (VR) program in the country and delivers VR services to persons with disabilities in offices throughout the state so that persons with disabilities may prepare for and engage in competitive integrated employment and achieve economic self-sufficiency. In addition, DOR has cooperative agreements with state and local agencies (secondary and postsecondary education, mental health, and welfare) to provide services to consumers. The DOR operates under a federal Order of Selection (OOS) process, which gives priority to persons with the most significant disabilities. Persons with disabilities who are eligible for DOR's VR services may be provided a full range of services, including vocational assessment, assistive technology, vocational and educational training, job placement, supported employment and independent living skills training to maximize their ability to live and work independently within their communities. The DOR provides career counseling and information and referral services to encourage individuals working in non-competitive, non-integrated settings to work toward and achieve competitive integrated employment.

**Client/Service Population:** In federal fiscal year 2019, DOR provided a range of VR services to approximately 111,000 individuals with disabilities, of which approximately 29,600 were students with disabilities. The disability types of those individuals determined eligible for VR services includes: 4,900 who were blind or visually impaired; 6,500 with cognitive disabilities; 15,100 with learning disabilities; 13,600 with intellectual or developmental disabilities; 5,600 deaf or hard of hearing individuals; 16,100 with physical disabilities; 25,700 with psychiatric disabilities; 1,100 with traumatic brain injury; and 1,900 individuals with other disabilities.

**Strengths:** DOR employs qualified VR professionals and paraprofessionals who work with individuals with disabilities to find a career track with upward mobility offering sustainable living wages. The VR professionals are trained in assessment, career planning, job placement, and assistive technology services to meet the employment needs of eligible individuals with disabilities. DOR utilizes a consumer-centered approach to service delivery by employing VR professionals and VR paraprofessionals to deliver effective and timely consumer services

throughout the state, including students with disabilities. DOR also maintains a network of partnerships with community-based disability organizations and other public agencies, including high schools, community colleges, universities, and county mental health agencies to provide a greater range of employment services and opportunities to DOR consumers than would otherwise be available through any single agency.

**Opportunities:** Under federal law, VR programs must redirect 15% of funds from traditional VR services to pre-employment transition services for students with disabilities. There is an active risk that DOR will not have sufficient funds and human resources to provide VR services to all individuals with significant disabilities who apply for services. The DOR has been operating under an OOS process since September 1995. Insufficient funding may mean further limiting the OOS and access to VR services.

## **CalWORKs**

The Temporary Assistance to Needy Families (CalWORKs) program operates in all fifty-eight counties providing temporary cash assistance to meet family basic needs and welfare-to-work services to help families become self-sufficient. CalWORKs programs are able to provide a wide array of services, including education and training, ancillary supportive services such as childcare and transportation support, and help with domestic violence and substance abuse issues.

**Clients/Service Population:** The CalWORKs caseload is approximately 530,000 cases, which equates to about 1.2 million Californians. Approximately 270,000 of these cases are eligible for welfare-to-work programs.

**Strengths:** CalWORKs has a robust subsidized employment program and has a lot of flexibility in the types of services it can provide. CalWORKs has an existing relationship with community colleges to provide support for CalWORKs recipients enrolled in academic and career pathway programs. While maintaining the work-first policies of TANF, recent changes in CalWORKs have increased the emphasis towards a work-focused, skills attainment, and barrier removal agenda to ensure that TANF recipients are positioned to achieve long-term successful outcomes and upward mobility.

**Opportunities:** CalWORKs serves a higher percentage of needy families than the rest of the nation. CalWORKs is designed primarily to combat child poverty by continuing to aid children even when the adults cannot (e.g., due to time limits or exemptions) or do not participate in the welfare-to-work program. CalWORKs serves many exempt adults with significant barriers to employment.

## **CalFresh Employment & Training**

The Supplemental Nutrition Assistance Program Employment and Training program (CalFresh E&T) is a state-supervised program of employment and training services offered voluntarily at the county level to CalFresh recipients. CalFresh E&T's strategic goals are focused around a central vision to increase the employment and earning capacity of CalFresh recipients by maximizing their access to CalFresh E&T, supportive services, and skills and credentialing.

**Client/Service Population:** CalFresh E&T is made available to counties who voluntarily decide to provide CalFresh E&T services to eligible participants. Eligibility for CalFresh E&T is determined by the administering county. A participant is eligible for CalFresh E&T if they meet

these requirements:

- Is a CalFresh reversal referral.
- Is an active CalFresh Recipient. Eligibility must be verified for each month of participation. In other words, you must be an active CalFresh recipient in order to receive services through CalFresh E&T.
- Is not actively receiving CalWORKs (also referred to as non-assistance CalFresh recipients).

**Strengths:** Counties have flexibility in designing their respective CalFresh E&T program, including who the counties partner with. Definitions and descriptions often align and are derived from WIOA language so that program alignment can be made easier at the local level.

**Opportunities:** The intensity of services can vary between counties resulting in lack of consistency in service quality depending on localized efforts and integrated partnership. There are also potential partners already providing E&T allowable services to eligible clients who are not able to access reimbursement funds due to contracting restrictions.

### **Department of Industrial Relations – Division of Apprenticeship Standards**

The Department of Industrial Relations (DIR) - Division of Apprenticeship Standards (DAS) administers California apprenticeship law and enforces apprenticeship standards for wages, hours, working conditions and the specific skills required for state certification as a journey person in an apprenticeable occupation. DIR-DAS promotes apprenticeship training through creation of partnerships, consults with program sponsors and monitors programs to ensure high standards for on-the-job training and supplemental classroom instruction. Through this effort, the retiring skilled workforce is replenished with new skilled workers to keep California's economic engine running strong.

**Clients/Service Population:** DIR-DAS serves industry, educational institutions, government, and apprentice and journey level workers. California continues to lead the nation in apprenticeship, with 93,955 apprentices registered in 1,168 DAS-approved programs represented by 473 sponsors.

**Strengths:** The apprenticeship model has a proven track record of placing workers in high-wage, middle-skills career pathways. The apprenticeship system of training is efficient and cost-effective and results in higher retention rates, lower turnover, and reduced costs for recruitment of new employees. The curriculum and on-the-job training are guided by industry and meet industry needs. Apprenticeship connects employers with public education facilities for related classroom instruction.

**Opportunities:** The majority of existing apprenticeship programs are established for occupations in the construction and building trades. Women and minorities continue to be underrepresented in many apprenticeship programs.

### **Department of Child Support Services**

The Department of Child Support Services (DCSS) works with parents, custodial and non-custodial, and legally acknowledged guardians to ensure children and families receive court-ordered financial and medical support. DCSS' mission is to promote parental responsibility to enhance the well-being of children by providing child support services to establish parentage and collect child support, with the vision that all parents are engaged in supporting their children.

**Clients/Service Population:** DCSS works with parents, custodial and non-custodial, and legally

acknowledged guardians to ensure children and families receive court-ordered financial and medical support.

**Strengths:** DCSS is exploring the use of behaviorally informed interventions to improve child support outcomes by focusing on areas to improve establishment and enforcement outcomes. The areas of focus are early engagement, right-sizing orders, reliable payment, family-centered services, and potentially customizing enforcement actions to accommodate parents taking advantage of workforce activities.

**Opportunities:** Local county child support agencies currently have limited access to data for clients that are referred to the workforce system. Increasing access will allow staff to assist individuals with child support obligations in obtaining permanent employment.

### **Senior Community Service Employment Program**

The California Department of Aging (CDA) administers programs that serve older adults, adults with disabilities, family caregivers, and residents in long-term care facilities throughout the State. CDA contracts with the network of 33 Area Agencies on Aging, who directly manage a wide array of federal and state-funded services. The Senior Community Service Employment Program (SCSEP) provides eligible individuals part-time, subsidized job training through community service assignments at non-profit organizations or governmental entities. SCSEP aims to foster individual economic self-sufficiency and increase the number of persons who may benefit from unsubsidized employment in both public and private sectors, as well as strengthen self-sufficiency and provide support to organizations that benefit from increased civic engagement.

**Client/Service Populations:** Program-eligible older workers must be residents of California, 55 years of age or older, unemployed, and have total annual family income that does not exceed 125 percent of the federal poverty guidelines, currently \$15,613 for an individual. Service priority is given to individuals meeting one or more of the following criteria:

- Is a veteran or a spouse of a veteran
- Is 65 years of age or older
- Has a disability
- Has limited English proficiency
- Has low literacy skills
- Resides in a rural area
- Has low employment prospects
- Has failed to find employment after utilizing services under WIOA Title I
- Is homeless or at risk for homelessness

**Strengths:** California is the most populous state in the country and has the highest number of SCSEP-eligible older individuals. Demographic shifts in the population mean that the demand for SCSEP services will likely increase. As the only federally mandated job training program targeted towards serving low-income workers age 55 years and older, SCSEP serves a dual purpose as a training program for low-income older workers and a source of subsidized staff trainees for community-based organizations.

**Opportunities:** California's SCSEP has insufficient funding to support the program's allocated positions due to the disparity between the federal minimum wage of \$7.25 per hour and the California state minimum wage of \$13.00 per hour. State minimum wage increases have reduced or modified the number of CDA's allocated SCSEP positions by 40 percent, further destabilizing the program, reducing service capacity, and serving fewer older adults.

## **WIOA Section 166 - Indian/Native American Programs**

The WIOA Section 166 Indian/Native American (INA) Program supports employment and training activities for Indian, Alaska Native, and Native Hawaiian people, helping more fully develop their academic, occupational and literacy skills to help them compete more effectively in the job market and achieve personal and economic self-sufficiency. There are eight WIOA Section 166 INA Employment and Training grantees in California that receive over funding to provide services to Indian and other Native American populations in California

Clients/Service Population: WIOA Section 166 INA Program serves Indians, Alaska Natives, and Native Hawaiians who are unemployed, or underemployed, or low-income individuals, or a recipient of a lay-off notice.

Strengths: The INA programs promote the economic and social development of Indian communities. Services are provided in a culturally appropriate manner, consistent with the principles of Indian self-determination.

Opportunities: The funding allocated to INA programs is insufficient to meet the needs of the population and improvements can be made in relation to co-enrolling the INA population through the AJCC system. Many INA grantees are located in rural areas and lack access to technology and support services, including transportation.

## **WIOA Section 167 - Farmworker Service Programs**

The National Farmworker Jobs Program is a nationally-directed, locally-administered program of employment and training services for migrant and seasonal farmworkers. Created under the Economic Opportunity Act of 1964, and currently authorized under WIOA Section 167, the program seeks to counter the chronic unemployment and underemployment experienced by migrant seasonal farmworkers (MSFW) who depend primarily on seasonal jobs in California's agricultural sector. There are five WIOA Section 167 farmworker service programs represented statewide by La Cooperativa Campesina de California. These programs provide services throughout California but especially in rural areas where farmworkers live and work. Training services include English as a Second Language, General Education Development, adult and family literacy, basic education, vocational education, and employer-based training. Related services such as childcare, transportation, emergency services, housing, counseling, job placement, and follow-up services enhance these training efforts.

Clients/Service Population: WIOA Section 167 grantees serve eligible migrant/seasonal farmworkers and their dependents. Eligible farmworkers are those individuals who primarily depend on employment in agricultural labor that is characterized by chronic unemployment and underemployment.

Strengths: WIOA Section 167 grantees have well-developed relationships with Local Boards and the AJCC system, provide occupational skills training, related supportive services, and housing assistance to the MSFW population. Many Section 167 grantees also list programs on the State Eligible Training Provider List and receive referrals from AJCCs.

Opportunities: The funding allocated to MSFW programs is insufficient to meet the needs of the population and many MSFWs have limited English language capacity and do not have access to supportive services, including transportation and child care, which limits opportunities for them to attain skills, credentials, and degrees from the "mainstream" educational system.

## **Job Corps**

Job Corps is the nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24. Through a nationwide network of campuses, Job Corps offers a comprehensive array of career development services to prepare young people for successful careers. Job Corps employs a holistic career development training approach which integrates the teaching of academic, vocational, and employability skills, as well training in social competencies, through a combination of classroom, practical and work-based learning experiences to prepare youth for stable, long-term, high-paying jobs.

Clients/Service Population: Job Corps serves young men and women age 16-24 who are out of school and have barriers to employment.

Strengths: Job Corps is a comprehensive program which provides high school diploma and equivalency programs, occupational skills training, work readiness, and housing and supportive services to young men and women enrolled in the program.

Opportunities: Since Job Corps Centers are only located in some Local Areas, not all AJCCs can access and provide referrals to the services they provide.

### **Jobs for Veterans State Grant**

The Jobs for Veterans State Grants (JVSG) program provides funding to state workforce agencies to hire dedicated staff to provide individualized career and training-related services to veterans and eligible persons with significant barriers to employment and to assist employers fill their workforce needs with job-seeking veterans. The Disabled Veterans' Outreach Program (DVOP) specialists focus is on providing individualized career services through case management whereas the Local Veterans' Employment Representatives (LVER) coordinate with local business service teams and members of the community to advocate to employers on behalf of veterans and to develop job opportunities specifically for veterans.

Services are provided to veterans and eligible persons according to their individual needs. Basic career services are universally accessible and are made available to all veterans seeking employment and training services in at least one comprehensive American Job Center of California (AJCC) in each Local Area. On a priority of service basis, an AJCC staff member determines the eligible person's purpose for registering. Once the veteran or other eligible person is identified, a Veteran Service Navigator conducts an initial assessment. If they are deemed a veteran with a significant barrier to employment or other special criteria, they are referred to the DVOP specialist for further assessment and individualized career services.

Clients/Service Population: In addition to the universal access and priority of services provided to all veterans, the JVSG program is intended to target the following veterans with barriers to employment:

- A special disabled or disabled veteran which are those:
  - who are entitled to compensation under laws administered by the Secretary of Veterans Affairs
  - were discharged or released from active duty because of a service-connected disability
- A veteran who is homeless
- A recently-separated service member, who has been unemployed for 27 or more weeks in the previous 12 months



- A veteran who is currently incarcerated or who has been released from incarceration
- A veteran lacking a high school diploma or equivalent certificate
- A veteran who is low-income
- Veterans aged 18–24
- Vietnam-era Veterans
- Transitioning members of the Armed Forces who have been identified as in need of Individualized Career Services
- Members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units
- The spouses or other family caregivers of such wounded, ill, or injured members.
- The spouse of any of the following individuals:
  - Any veteran who died of a service connected disability
  - Any veteran who has a total disability resulting from a service- connected disability.
  - Any veteran who died while a disability so evaluated was in existence.
  - Any member of the Armed Forces serving on active duty who is listed, in one or more of the following categories and has been so listed for a total of more than 90 days:
    - missing in action
    - Captured in the line of duty by a hostile force
    - or forcibly detained or interned in line of duty by a foreign government or power.

Strengths: Since JVSG staff are required to be veterans, they have the opportunity to build rapport with their clients and assess not only their employment needs but also additional community resources. This allows DVOPS to provide veterans with comprehensive employment. LVERS have first-hand knowledge of the attributes a veteran can bring to a company and provide employers assistance on understanding how the veterans' military experience matches their needs.

Opportunities: JVSG is continuing to work on fully integrating the LVERs services into the Business Services platform in the AJCCs to promote hiring veterans to the employer community. In addition, DVOPS are continually working to integrate with all AJCC partners and community resources to better serve the veteran community to obtain meaningful and successful careers.

## B. STATE STRATEGIC VISION AND GOALS

### **VISION**

Under the leadership of the Governor and Secretary for the Labor and Workforce Development Agency, California's vision for the future of workforce development is centered on the establishment and growth of a High Road workforce system. This High Road system will be focused on meaningful industry engagement and placement of Californians in quality jobs that

provide economic security. California is committed to developing a workforce system that enables economic growth and shared prosperity for employers and employees, especially those with barriers to employment, by investing in industry partnerships, job quality, and meaningful skills attainment rather than low wages, contingent employment, and minimal benefits.

Despite positive macroeconomic indicators such as record low unemployment and increasing economic growth as measured by Gross Domestic Product (GDP), key economic trends such as wage stagnation and growing income inequality indicate that not all Californians are benefiting from the state's bustling economy.

For instance, median hourly earnings for workers in California increased by merely one percent from 1979 to 2018 after adjusting for inflation, while low-wage workers in the 10th percentile of hourly earnings fared only slightly better, experiencing a four percent increase over the same period. As concerning as this trend is at the aggregate level, data further reveals unequal impacts among different populations in California, such as women and people of color. The figures below compare the median hourly earnings of different racial and ethnic groups relative to white workers and of women relative to men, showing marked wage disparity by race, ethnicity, and gender:

#### Race and ethnicity:

- Hispanic or Latino - 60%
- Black or African-American (non-Hispanic) - 69%
- American Indian/Alaska Native (non-Hispanic) – 75%
- Hawaiian/Pacific Islander (non-Hispanic) - 75%
- Median hourly earnings for workers identifying as Asian are, in the aggregate, 99% of those of white non-Hispanic workers. However, this statistic masks considerable internal heterogeneity within this population, with recent research from the Pew Center finding that income is more widely stratified among Asians than among any other racial or ethnic group in the country.

#### Gender

- Women - 85%. The disparity is higher at the upper end of the pay scale (81% for women workers in the 90th percentile of earners) and lower at the bottom end of the pay scale (89% for women workers in the 10th percentile of earners).

In regards to income inequality, at the aggregate level, workers in California are realizing a smaller share of the economic gains in the state over the past two decades. The share of California's state GDP going to income for worker compensation declined from about 53 percent in 2001 to around 47 percent in 2017 while the opposite is true for income going to owners of capital which increased from 41 percent in 2001 to 46 percent in 2017. This trend suggests a loss of workers' bargaining power relative to employers, which can make a lasting negative impact on California's economy and workforce.

A similar pattern of inequality appears when looking at average inflation-adjusted incomes for different California households. The bottom quintile of California households saw their average real income decrease from \$16,441 in 2006 to \$15,562 in 2018, while in the same time period

the top five percent of California households experienced a significant increase in average income from \$426,851 in 2006 to \$506,421 in 2018.

Though median household income also rose from 2006 to 2018, the rate of increase was 6.4 percent, roughly one-third the growth rate for the wealthiest five percent of Californian households. When understood in the context of rising costs of living in California – for housing in particular – the modest and negative growth in average real income means greater difficulty in supporting a family and maintaining a decent quality of life.

These economic trends warrant attention and consideration on the part of the state's workforce development system given the significant consequences and repercussions throughout California's economy. Wage stagnation, for example, constrains households' ability to achieve or maintain a decent standard of living, which could push more and more Californians into poverty and deplete limited public assistance funds. Likewise, the negative effects of income inequality extend beyond a single household or population: research shows that regions that work to reduce inequality experience higher rates of economic growth for longer periods of time, suggesting that greater inequality jeopardizes growth.

With the right combination of thought, policy, and practice – based on principles of job quality, worker voice, equity and inclusion, and environmental sustainability – California's workforce system can ensure that its programs and resources measurably improve working conditions and economic health in California. At the least, this kind of high road workforce development agenda can avoid repeating and reinforcing existing and systemic problems affecting workers and job-seekers.

California is committed to a high road vision for the state's workforce development system that embodies the principles of job quality, worker voice, equity, and environmental sustainability. Implementing this vision through policy, programs, and other practices will benefit workers, job-seekers, and industry as well as the state's workforce development system.

### Job Quality

In principle, job quality aims to deliver skills for the state's high road employers, by building the skills of the existing workforce and bringing new workers to the associated industry sector(s). High road employers provide quality jobs, compete based on the quality of their services and products, invest in a skilled workforce, and engage workers and their representatives in the project of building skills and competitiveness. At a minimum, quality jobs are characterized by: family-supporting wages, benefits, safe working conditions, fair scheduling practices, and career advancement opportunities that are transparent.

In practice, job quality means strategically supporting California's leading high road employers and connecting individuals to the greatest extent feasible to the best jobs. This includes supporting industry sectors where low-wage jobs are predominant as long as there are high road employers willing to invest in workers' skills and/or develop career pathways.

Orienting the workforce development system toward job quality serves job seekers and workers by placing them in employment that allows them to sustain a high quality of life for themselves, their families, and broader community that depends on their earnings. It also levels the industry playing field by rewarding employers that follow the rules (e.g., no wage theft or worker misclassification) and compete based on quality and respect for those who help create value.

Lastly, job quality serves the workforce development system and broader public sector by protecting investments in training – i.e., ensuring that money spent on training workers is not lost as a result of turnover, an endemic problem in low-road industries and sectors.

### Worker Voice

Worker voice is distinct from, but closely related to, job quality. It begins with a recognition of the wisdom of workers who know their jobs best and by building an industry-driven skills infrastructure where industry means both employers as well as workers and their representatives. By investing in and promoting planning with workers and management at the table, California is supporting partnerships that develop industry-led solutions to critical challenges and opportunities such as:

- Assessing current workforce gaps due to forthcoming retirements, job quality concerns, and/or insufficient training capacity;
- Addressing expected changes as a result of technology deployment including, but not limited to, automation and artificial intelligence; and
- Maintaining or increasing competitiveness in anticipation of, or in response to, market forces such as new laws and regulations as well as global trade effects.

Worker voice is also essential to workforce development policy and practice in order to ensure that investments in training and credentialing are connected to meaningful career advancement. In addition to benefitting workers and employers, career advancement is necessary to create opportunities for new, entry-level workers which is the basis for equity and inclusion within the California's high road vision.

The benefits and impact associated with worker voice are multiple and shared broadly. Workers can experience better working conditions and a greater sense of value and ownership on the job and within the firm by helping to make decisions that affect their livelihoods, both present and in the future. Individual firms and whole industry sectors benefit from development of new standards that can improve consistency in work and training and can support higher productivity. By focusing on developing robust solutions to critical issues identified by the industry, worker voice helps build a culture of continuous learning and collaboration, which is critical as industries change and advance over time.

Decision-makers and the public sector also gain from more widespread practice of joint labor-management planning and partnership, such as improved ability to manage limited resources for enforcement of employment laws (e.g., laws pertaining to wage and hour as well as health and safety) and deeper input and institutional investment in developing safeguards for workers and communities coping with disruption linked to environmental constraints, technological change, and other forces affecting employment, skills, and competitiveness.

### Equity

Existing social, economic, and institutional bases of inequality mean that economic outcomes are stratified according to race, ethnicity, disability, and gender. The high road vision and agenda therefore emphasizes equity in workforce development, with the aim of systematically generating greater opportunity for Californians who have been locked out of the mainstream economy, are under-represented in high-wage occupations and industries, and/or face multiple barriers to quality employment.

Equity also means respecting and valuing the work done by immigrants, people of color, and other populations facing marginalization that is often overlooked by workforce development resources. Particularly in industries where low-wage jobs are predominant, equity strategies emphasize upskilling and professionalization that helps to standardize the work and training as well as value and compensate workers for new skills acquired through training and certification.

A number of practices are required to achieve greater equity in labor market outcomes, including increased partnership with community based organizations (CBOs). CBOs are often grounded in and provide critical resources to marginalized communities which makes them invaluable partners in furthering an equitable high road agenda.

### Environmental Sustainability

In addition to job quality, worker voice, and equity, California's high road vision for workforce development addresses issues pertaining to environmental sustainability, particularly climate change. This is based on a recognition that climate change has serious implications for the state's economy, and that the impacts of climate change disproportionately impact low-income communities and communities of color.

With respect to economy-wide implications, every occupation and industry – to varying degrees – is impacted by climate change and/or has an effect on the environment and climate. Moreover, California's transition to a carbon neutral economy is reshaping whole industry sectors, including the occupations and employment within those sectors as well as the knowledge and skills required. Accordingly, high road workforce development – through sector-based high road training partnerships – considers job growth, job loss, and changes in the nature of work associated environmental change and related policies and investments. To this end, special attention must be paid to industry sectors that are on the frontlines of the transition to a carbon neutral economy (e.g., energy generation and distribution, buildings and construction, vehicle and components manufacturing, and forestry services and agriculture) while ensuring that programs and investments continue to address workforce development economy wide.

California will employ three main strategies to operationalize these high road principles, this includes leveraging the state's power of public investment, establishing policy and providing guidance to the workforce development field, and raising awareness in multiple forums.

### Public Investment in High Road

The first strategy is to directly invest funds in CWDB-designed high road workforce development programs and training partnerships. This includes CWDB's High Road Training Partnerships (H RTP) and High Road Construction Careers (HRCC) initiatives, which together represent \$175 million in state investment over the next seven years. These initiatives are shaped and driven by the following essential elements:

- **Industry-Led Problem Solving:** Foundational is that the industry – including leaders representing both employers and workers – lead the problem solving for the workforce demands unique to that industry.
- **Partnerships as a Priority:** It is key to have strong and durable industry partnership as a goal in and of itself. Here it means a formal relationship that is neither loose nor ad hoc, but forms the basis of sustained problem-solving.

- Worker Wisdom: Existing HRTPs in California have developed innovative ways to explicitly bring worker voice into their strategies and tactics as a core value undergirding the partnership.
- Industry-Driven Education & Training Solutions: Partnerships can tap into training that already exists, develop and deliver their own programs, or use a hybrid approach specific to their particular workforce needs.

Additionally, CWDB is providing technical assistance to other California state agencies to support integration of high road workforce development in those agencies' major investments that have significant effects on employment and training needs across industry sectors. This includes, but is not limited to, agencies responsible for state building construction and maintenance; energy, transportation, and water infrastructure development and operations; and for reducing pollution from major industrial and agricultural sources. Potential state agency partners may include the California Air Resources Board, California Energy Commission, California Public Utilities Commission, California Natural Resources Agency, California State Transportation Agency, and the California Department of General Services.

#### Development of High Road Policy

The second strategy emphasizes policy making as a means to establish measures either mandating or encouraging that high road practices are implemented and meaningful outcomes are achieved. In practice, CWDB translates high road principles and practices in state legislation and regulations, as well as developing policy directives and guidance for public agencies and the local workforce development system.

#### Increasing Education and Awareness of High Road

The CWDB advances the high road vision through education – by raising awareness of high road principles, practices, and programmatic successes – in order to change the culture of workforce development statewide. This is done through presentations at conferences on labor, workforce development, and education; regular and deep communication with, and technical assistance provided to local practitioners; and producing reports and other educational materials for the diverse workforce development field in California.

The High Road model will only be successful system wide if it involves ongoing and meaningful engagement with adult education, vocational rehabilitation, wagner peyser and other WIOA program partners. California's vision for utilizing deep industry engagement and strategic upskilling to place individuals with barriers to employment into high quality career pathways applies across the board to all of our shared customers – people with disabilities, formerly incarcerated, veterans, immigrants and refugees, foster youth, etc. The High Road model requires a universal design and CWDB is dedicated to working with the California Department of Education, California Department of Rehabilitation, Employment Development Department and other state program partners to ensure that the funding, policy guidance, or technical assistance strategies outlined above are developed in a manner that meets the unique needs of everyone that the workforce development system is intended to serve.

#### **GOALS**

California intends to use the high road workforce development agenda identified above, to advance progress on three main goals, which this plan will refer to as policy objectives. These

objectives affect both state-level policy and administrative practices across programs as well as local policy and service delivery.

- Fostering demand-driven skills attainment: Workforce and education programs need to align program content with the state's industry sector needs so as to provide California's employers and businesses with the skilled workforce necessary to compete in the global economy.
- Enabling upward mobility for all Californians: Workforce and education programs need to be accessible for all Californians, especially populations with barriers to employment, and ensure that everyone has access to a marketable set of skills, and is able to access the level of education necessary to get a good job that ensures both long-term economic self-sufficiency and economic security.
- Aligning, coordinating, and integrating programs and services: Workforce and education programs must economize limited resources to achieve scale and impact, while also providing the right services to clients, based on each client's particular and potentially unique needs, including any needs for skills-development.

California recognizes the critical importance of improving the workforce and education system's ability to meet the skill demands of employers in industry sectors that are driving regional employment. This includes identifying opportunities to move workers up a career ladder using targeted incumbent worker training while also moving new hires into jobs using strong employer engagement practices, relevant training investments, and supportive services.

Governor Newsom has set an aspirational goal of 500,000 apprenticeships in California by 2029. To reach the goal, the state must re-examine how state-approved apprenticeships are developed, approved, and executed, and must ensure that employers, apprenticeship training providers, and the workforce system are aligned. It is important to note that an apprenticeship is a job, therefore, to create an apprenticeship an employer must be willing to hire, and then train a worker in a structured program while also paying living wages. While federal and state funds can cover some of the expenses for establishing new earn-and-learn opportunities, the costs of on-the-job training (in non-construction apprenticeship training) are primarily borne by the employer in the form of wages paid. Therefore, any effective strategy for scaling apprenticeship must put industry at the center.

California will continue to invest in existing successful programs that have achieved a co-equal and successful labor-management approach in order to scale them up, while also creating new programs that involve meaningful partnerships between employers, workers, and the workforce system that treat each partner fairly.

California believes that diversity is a strength, and advancing equity is an economic and moral imperative. Creating a workforce and education system that provides upward mobility for all Californians benefits the economy and fulfills the state's promise to recognize the ability of everyone who lives here to participate and thrive. In order to ensure that everyone has access to a marketable set of skills and the level of training necessary to get a job that provides long-term economic security, the services provided must be centered on each individual's unique needs.

For some individuals served by the workforce system, especially dislocated workers with an in-demand skillset, finding a good job may require only access to information about which

employers are hiring in their Local Area or region. However, California recognizes that individuals with significant barriers to employment may need multiple interventions and access to a variety of services provided over an extended period of time in order to find and enter a good job. In alignment with the Governor's priorities, California will continue to support the provision of wraparound services for individuals with barriers to employment, with an increased emphasis on the following populations.

### Immigrants

Immigrants, regardless of status, contribute significantly to California's robust and growing economy. Immigrants comprise over one third of California's workforce and undocumented immigrants represent one in ten of California's workers. However, immigrants are particularly susceptible to forces barring them from economic opportunity. Common barriers include language access, childcare and transportation services, work authorization requirements, and the cultural competency of staff. Consequently the state workforce and education system must acknowledge, value and invest in the full potential of the immigrant community by expanding investments in education, workforce, and supportive services that are open to everyone, regardless of status.

### Justice-Involved

California releases approximately 36,000 people from the state prison each year, a portion of whom have received in-prison job-training rehabilitative services. Individuals involved with the justice system face significant barriers obtaining economic mobility and can benefit from increased collaboration between the education, training, workforce development, and community-based systems to enhance reentry employment opportunities. While there is some, often informal, coordination between the corrections and workforce system, a formal and sustained relationship is needed to better integrate services operating in isolation, and to fill gaps and provide holistic and long-term outcomes to reduce recidivism.

### Homeless or Housing-Insecure

California is facing a homelessness epidemic across the state. According to the 2019 Homeless Point in Time count, more than half of the 44 Homeless Continuum of Care (CoC) in the state reported double-digit increases in the number of people experiencing homelessness. While additional state resources have been allocated to stem the increase in homelessness, opportunities to deliver a comprehensive cross-system response remain. For people experiencing or at risk of homelessness, creating a continuity of services between workforce and CoC programs could provide the critical link necessary for long-term stability and success.

### Youth

The California unemployment rate in 2019 among youth ages 16 to 24 was more than double the overall rate at 9.1 percent. For youth with multiple barriers to employment, this puts them at even greater risk of poverty and widening income inequality. Culturally competent interventions, trauma-informed care, and a whole-person or family approach to system alignment across all safety-net programs, presents a clear opportunity for effectively reducing disparities among youth. Additionally, systems of care must be responsive to the diverse emotional, psychosocial, and behavioral needs of youth, especially those who have interacted with multiple systems in order to increase the likelihood of positive employment outcomes and to effectively tackle generational poverty.



California is experiencing fundamental shifts as a result of rapid advancements in technology along with the demands of combatting climate change. This has prompted California to reimagine how government can align its workforce and training programs at the state level to economize limited resources and creating a pipeline of qualified workers for the jobs of the future.

Governor Newsom is engaged in collaborative conversations with the Legislature and other state leaders on a proposal to better align workforce services and training programs through the establishment of a new department centered on the following standards:

- Equity – Despite productivity gains and increased prosperity over the last 40 years, we have also witnessed a steady deterioration of job quality and an abiding sense of economic insecurity. We can help shape the future of work in a proactive way, formulating new policies for connecting workers, students, and jobseekers – regardless of race, gender, disability, economic background, or prior education - with a chance at reskilling, upskilling, and training for something better.
- Efficiency – Workforce development programs are currently too fragmented across state government and reactive in nature to achieve sufficient scale and impact. Bringing current resources, programs, and training together in a well-coordinated system will enhance their impact. The plan calls for unifying these four organizations under one proactive vision:
  - - California Workforce Development Board
    - Employment Development Department’s Workforce Services Branch
    - Employment Training Panel
    - Department of Industrial Relations Division of Apprenticeship Standards
- Customer Service – Both job seekers and employers today face a system of services that can be time-consuming and difficult to navigate. The proposed new department would be intended to benefit all by actively engaging employers big and small, expanding apprenticeship opportunities, and creating easy-to-navigate job seeker assistance among other innovative workforce approaches.

## **ASSESSMENT**

The Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) program serves as the main tool for assessing the overall effectiveness of the state workforce development system. CAAL-Skills is an interagency and multi-departmental data-sharing and program-evaluation initiative led by CWDB that utilizes the common performance measures to evaluate the outcomes associated with California’s investment in workforce development, training, related education and supportive service programs.

Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards

- Community Colleges Chancellor's Office
- Employment Training Panel
- Department of Social Services
- Employment Development Department
- Department of Education
- Department of Corrections and Rehabilitation
- Department of Rehabilitation
- Pilot counties

The data system includes participant-level information that is used to systematically link individuals across the workforce system and participating programs. The program has developed a pooled administrative data set which can also be used to evaluate and assess participating programs' efficacy so that program administrators and policymakers can develop evidence-based and data-driven policies to improve program participant outcomes.

For each program in the CAAL-Skills database, participant data is collected on the following variables:

- Participant characteristics, including demographic information (age, gender, race, ethnicity); veteran status; and existence of employment barriers (disabilities; cultural, linguistic, literacy or income barriers; and ex-offender status).
- Treatment(s) received: type of service (whether career, training, or supportive; and by within-category disaggregation) and whether the participant received a combination of services.
- Location(s) where service(s) were received.
- Time of program entry, exit, and (if applicable) training completion.
- Whether a participant obtained a recognized credential(s) within one year of exit, and type(s) of credential obtained.

Participant data is then associated to employer-provided data in the Unemployment Insurance base wage file, to generate additional information on participant outcomes, including:

- Participant employment status two and four quarters after program exit.
- Participant earnings two and four quarters after program exit.
- The industry sector in which that participant was employed, two and four quarters after exit.

The pooling of participant data among the data-sharing partners also provides information on the frequency, extent, and patterns of participation in multiple workforce education and training programs.

Finally, availability of pre-treatment earning information is expected to provide a more rigorous baseline with which to assess changes to earnings following workforce program participation.

The CWDB has engaged the University of California Regents (working under the name of California Policy Lab) to perform a statistically rigorous evaluation and assessment of California's workforce system partners as required by WIOA Section 116.

The California Policy Lab evaluation will use data in the CAAL-Skills database to assess if and how particular workforce programs and services are associated with improvements in labor market outcomes. The non-experimental evaluation will utilize methods of control to rigorously estimate impacts from program participation itself, eliminating or reducing the effect of confounding factors (such as unmeasured differences between participants). The evaluation may additionally reveal whether impacts differ for different participant groups (e.g. by gender, race, disability etc.), which may provide information on the effectiveness of the workforce system in reducing or eliminating barriers.

Using CAAL-Skills data and associated evaluations, the state will assess the extent to which specific workforce programs and services mitigate such inequalities (or fail to), and identify the specific barriers to access, completion, or success, that participants face, in addition to evaluating performance on statewide measures in WIOA Section 116.

Besides the current and ongoing assessment efforts outlined above, California will explore ways to objectively assess implementation of its High Road workforce development agenda.

Potential indicators of success or measurements of progress could include, but are not limited to, the following:

- California's capacity to grow sector-based, high road training partnerships - Evaluation criteria could focus on measurable outcomes for workers. Examples include: retention, wage progression, job quality; for employers (productivity gains, reduction in turnover); and durability and scalability of partnerships themselves.
- California's impact on industry standards - Evaluation criteria could focus on positive within-industry changes that result from expansion of the high road model within an industry. Examples include: growth in prevailing wage levels and improvements to scheduling predictability, benefits, safety standards, etc.
- California's ability to improve equity through participant outcomes - Evaluation criteria could focus on investment in retraining and creation of meaningful career pathways for workers who are currently employed in sectors which produce environmental pollution as well as for low income communities and communities of color that are disproportionately impacted by the effects of climate change. Examples include: training and job placement benchmarks for persons of color, people with disabilities, immigrants, and refugees.

### C. STATE STRATEGY

In order to ensure ongoing alignment between the various government agencies that are responsible for administration of the state's workforce and education system, the CWDB and its state partners will utilize the following seven strategies to frame, align, and guide program coordination at the state, regional, and local levels.

#### Seven State Strategies

##### 1. Sector Strategies

2. Career Pathways
3. Regional Partnerships
4. Earn and Learn
5. Supportive Services
6. Creating Cross-System Data Capacity
7. Integrated Service Delivery

These seven policy strategies are evidence-based and have been shown to ensure effective delivery of services and increase the likelihood that those who receive services obtain gainful employment. The information below provides the overarching policy rational for each of the strategies, concrete examples of how the strategies will be implemented throughout the state will vary from partner to partner. For that reason, California chose to establish bilateral partnership agreements among WIOA core and required program partners, such as vocational rehabilitation and adult education, which detail concrete goals associated with each of the strategies. Those objectives are outlined under the operational elements portion of the plan.

California will use vehicles such as the partnership agreements, joint task forces, joint listening sessions, joint policy development, and ongoing conversations to ensure that the strategies identified are implemented in a way that provides integrated access to our shared customers – people with disabilities, formerly incarcerated, veterans, immigrants and refugees, foster youth, etc.

#### Sector Strategies

Sector strategies are policy initiatives designed to promote the economic growth and development of a state's competitive industries using strategic workforce investments to boost labor productivity. The strategic focus is on prioritizing investments where overall economic returns are likely to be highest, specifically in those sectors that will generate significant gains in terms of jobs and income.

Targeting the right sectors is essential and requires that policy makers use economic and labor market data to determine which industry sectors are best positioned to make gains if investments in workforce development are made. Investment decisions are typically also contingent on the degree to which a sector faces critical workforce supply problems, for example, whether the industry faces or will face a shortage of skilled workers in a particular occupation, whether these shortages are a consequence of either growth or retirements.

A key element of sector strategies is the emphasis on industry and sector partnerships. These partnerships bring together multiple employers within a sector to find shared solutions to their common workforce problems. When done successfully, sector strategies can lead to mutually beneficial outcomes for business, labor, and the state by increasing competitiveness and growth, improving worker employability and income, and reducing the need for social services while also bolstering government revenues generated by both business and workers.

#### Career Pathways

Career pathways are designed to facilitate incremental and progressive skills attainment over time, in clearly segmented blocks, such that those who move through the pathway obtain education or training services built on the foundation of prior learning efforts. The objective is

to provide a packaged skill set which has demonstrable labor market value at each stage of the learning process. Key elements of successful pathway programs include the following:

- Varied and flexible means of entry, exit, and participation through multiple “on and off ramps” and innovative scheduling practices.
- Entry and exit points are based on student, worker, or client needs as well as educational or skill levels, allowing those with different skill levels to participate where appropriate.
- Flexible exit allows those who cannot complete a longer term program the ability to build longer term skills through short term serial training efforts.
- Pathways programs are characterized by a high degree of program alignment and service coordination among relevant agencies, which can typically include adult education and basic skills programs, community colleges CTE programs, high school CTE programs, workforce development board programs, as well as social services agencies.
- The receipt of industry-valued credentials at each stage of training.
- Employer engagement to ensure that training and education are relevant to the labor market.

Career pathways programs are particularly useful in serving populations with barriers to employment because they can be packaged in a way that responds to client population needs. Combining career pathway programs with sector strategies has the potential to help move populations with barriers to employment into the labor force while also meeting employer’s workforce needs, by providing disadvantaged individuals with a tangible and marketable skill set that is in-demand.

As is also outlined below, apprenticeships can provide industry-driven, high-quality career pathways where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, classroom instruction, and a portable, nationally-recognized credential. This model is especially impactful for supporting individuals with barriers to employment, such as people with disabilities, along a structured and meaningful career pathway that can be tailored to the needs of the participant and the employer.

### Earn and Learn

Earn and learn policies are designed to facilitate skills attainment while also providing those participating in these programs with some form of compensated work experience, allowing them to “earn” income while they “learn” to do a job. Because many WIOA customers have barriers to employment and cannot afford to attend an education or training program full time because time spent in the classroom reduces time that can be spent earning income, earn and learn opportunities are an important strategy for success.

These programs include, but are not limited to, the following:

- Apprenticeships
- Pre-apprenticeships
- Incumbent worker training
- Transitional and subsidized employment

- Paid internships and externships
- Project-based compensated learning

The principles of earn and learn are broad enough to allow for flexible program design. As such, programs may be customized to serve clients on the basis of their given level of skills and their particular educational or training needs. Transitional and subsidized employment programs can be used to provide work experience to those who have none, facilitating the hiring of individuals that employers might not otherwise employ. Incumbent worker training serves the purpose of keeping the state's workforce productive and its businesses competitive. Similarly, pre-apprenticeship and apprenticeship programs can provide access to formal skills training opportunities in a variety of occupational fields that typically provide good wages and a middle class income.

### Regional Partnerships

Labor markets and industry are both organized regionally. Organizing workforce and education programs regionally increases the likelihood that workforce and education programs can be aligned to serve the needs of labor markets. Regional organizing efforts should aim for the development of value-added partnerships that not only help achieve the policy goals of the partnership but also help partners achieve their organizational goals.

Regional partnerships can be mutually beneficial when they are set up to leverage each partner program's core competencies and subject matter expertise. When shaped in this manner, regionally organized programs economize the use of scarce resources, while also allowing program operators to take programs to scale, reduce administrative costs, and package and coordinate services on the basis of specialization.

The objective of regional organizing efforts is not to create monolithic one-size-fits-all uniform workforce and education programs, but rather to coordinate service delivery on the basis of program strengths while also aligning partner programs with each region's particular labor market needs. The exact manner in which these partnerships come together will vary from region to region based on the unique set of circumstances that shape each region's workforce needs.

### Supportive Services

Evidence suggests that skill-training programs accrue substantial and long-term benefits to job-seekers, particularly to women, low-skilled workers, workers with an outdated skill set and workers with other barriers to employment. However, many of the clients served by the state's workforce and education programs face barriers to employment that also undermine their ability to complete a training or educational program which could help them upskill or reskill in a manner that increases their labor market prospects. Individuals often need access to a broad array of ancillary services in order to complete training or education programs and successfully enter the labor market.

Supportive services provided through the state's workforce and education programs include everything from academic and career counseling, to subsidized childcare and dependent care, to transportation vouchers, to payment for books, uniforms, and course equipment, to substance abuse treatment, as well as benefits planning and assistive technology for people with disabilities. Supportive services may also include licensing fees, legal assistance, housing

assistance, emergency assistance, and other needs-related payments that are necessary to enable an individual to participate in career and training services.

The combination of supportive services provided should depend on each particular individual's needs and background, as well as the eligibility criteria for various programs. The exact menu of services offered to program participants will vary from region to region and locality to locality, but should always be centered on what is best for the individual.

#### Cross System Data Capacity

Diagnostic data is intended to steer investment to help ensure that programs align with labor market trends and needs by looking at patterns of job growth as well as aggregate education and training program output with respect to the number of degrees and certificates received and industry-recognized credentials awarded. Performance data is intended to measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production. The following types of data are used to guide the design and evaluation of workforce and education programs in California:

- Diagnostic data pertaining to the relative importance of the different industries, sectors, and occupations throughout California.
- Diagnostic data analyzing the extent to which state education and training programs are preparing students and workers with the requisite industry-recognized skills and credentials to meet employer's skills needs and future industry demand for trained workers in relevant sectors and occupations across the state's regions.
- Performance data on workforce and education programs, including required WIOA performance data.
- Impact analyses and return on investment studies that allow one to assess the value of the state's workforce and education programs, as well as the ability to track outcomes longitudinally to assess and evaluate the effectiveness of career pathways.

#### Integrated Service Delivery

Integrated service delivery is when multiple partners work together to collaborate and coordinate their support, services and interventions. The focus is generally on individuals, or target groups, who have complex needs that require services from a variety of partners. Integrated services delivery also results in program alignment and provides access to the broad array of services funded across the state's workforce and education programs. This approach supports the workforce systems' ability to focus on skills development, attainment of industry recognized credentials and degrees, and prioritization of career pathways in high demand, high pay sectors.

Integrated service delivery also provides staff with the flexibility to provide customized services based on the needs of the job seeker. Services should provide job-seeking individuals with skills and supports necessary for successful participation in education and training programs that lead to employment in in-demand occupations. This can occur in a variety of ways depending on the needs of both employers and the client base in each regional and Local Area.

### III. OPERATIONAL PLANNING ELEMENTS

#### A. STATE STRATEGY IMPLEMENTATION

##### 1. STATE BOARD FUNCTIONS

The California Workforce Development Board (CWDB) is the Governor's agent for the development, oversight, and continuous improvement of California's workforce investment system. The CWDB contains representatives from all WIOA core program partners, including the Employment Development Department, California Department of Education, and California Department of Rehabilitation. The members of the CWDB, which also consists heavily of representatives from businesses, labor organizations, educational institutions, and community organizations, assist the Governor in designing a statewide plan and establishing appropriate program policy.

The CWDB reports to the Governor through the Chair of the CWDB, Secretary of Labor and Workforce Development Agency, and Executive Director who provide oversight of the CWDB members and staff to ensure that policy recommendations are consistent with the Governor's vision for the state.

The CWDB operates with a committee structure, comprised of standing committees, special committees, and ad hoc committees.

- A standing committee is comprised of only CWDB members and, for the purposes of voting, shall have a minimum of five members in addition to the chair and vice chair of the committee.
- A special committee is assigned a specific task and assignment by the CWDB Chair and may include CWDB members and state and local partners, stakeholders, practitioners, and customers, all as voting members. The committee chair is the presiding officer at all committee meetings.
- An ad hoc committee is an informal workgroup, task force, council or other formal subgroup comprised of CWDB members, and/or CWDB staff, and/or state and local partner, stakeholder, and practitioner staff. Ad hoc committees are time-limited and task oriented and may be established by the CWDB Chair, the CWDB Executive Director, or special committee chairs.

The CWDB's operational structure was initially reorganized to improve Workforce Innovation and Opportunity Act (WIOA) implementation strategies and to build a comprehensive workforce and education system, aligning core and non-core program services across the various employment, training, workforce, educational, and human service programs whose mission it is to get Californians hired into good jobs.

The operational structure has once again been modified to build upon existing partnerships, establish new ones, and expand high road strategies to multiple sectors. Under the modified structure, the CWDB will continue to operate as a "think and do" tank, reviewing programs and policies, and working with partners to develop implementation strategies that foster the California Unified Strategic Workforce Development Plan (State Plan) policy objectives.

## 2. IMPLEMENTATION OF STATE STRATEGY

### A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

Over the course of several months, CWDB facilitated nearly twenty separate coordination meetings with WIOA core, required, and strategic state partners. The meetings served as a working forum to discuss realistic, achievable, and concrete ways to jointly implement the vision, objectives, and strategies of the State Plan.



The meetings were also used to establish new and update existing partnership agreements that provide a roadmap for establishing and expanding partnership at the state, regional, and local levels. Each agreement is based off of the same foundational framework and includes goals associated with one or more of the State Plan's seven strategies to ensure ongoing alignment of the various agencies.

The partnership agreements are living documents and the goals will continue to be fleshed out and refined over the next four years to ensure progress continues to be made towards our shared vision. Many of the goals outlined below will help to implement more than just one strategy, however, to avoid duplication, each goal was listed under the strategy with which it seemed to best align.

Bilateral partnership agreements will be used to implement these strategies as the state level and the WIOA Regional and Local Plans will be the mechanism for operationalizing regional coordination and aligning service delivery at the local level. Each Local Board aligns services according to state and local policies, and according to what their local partnerships determine is needed to achieve the best results for their communities. These approaches will vary throughout the state, as is intended by WIOA, but the overarching state goal is to have Local Boards strive for maximum integration of services.

This strategy includes aligning workforce and education programs with leading and emergent industry sectors' skills needs.

California will prioritize investments where overall economic returns for individuals with barriers to employment are likely to be highest, specifically in those sectors that generate significant gains in terms of jobs and income. It will also actively pursue ways to build capacity at the state level for coordination, outreach, convening, organizing, and support of industry sector partnerships.

#### Title I

The CWDB will continue to issue Local and Regional Planning guidance that requires Local Workforce Development Boards (Local Boards), organized into Regional Planning Units (RPU), to work with industry and service providers in each region, to build industry sector partnerships and career pathways aligned with the partnerships.

#### Title IV

The Department of Rehabilitation (DOR) will support employers with adherence to Section 503 of the Rehabilitation Act of 1973, which requires federal contractors to take affirmative action to recruit, hire, promote, and retain individuals with disabilities. DOR will establish and maintain a single point of contact for the America's Job Center of California (AJCC) business services staff and employers requesting assistance with Section 503 compliance to find and develop qualified talent, including individuals with disabilities.

The DOR will invite business partners and career education and training entities, as appropriate, to participate in Competitive Integrated Employment (CIE) Local Partnership Agreements (LPA) between Local Education Agencies (LEAs), DOR districts, and regional centers to create engagement with local and regional business partners to increase utilization of job-driven training and other pathways to CIE for youth and adults with intellectual and developmental disabilities (ID/DD) in both the public and private sectors.

### CalFresh and CalWORKS

The California Department of Social Services (DSS), which administers the Temporary Assistance for Needy Families (CalWORKS) and the Supplemental Nutrition Assistance Program Employment and Training (CalFresh E&T) programs at the state level, will work with CWDB to facilitate ongoing discussions around high-priority industry sectors, with an emphasis on early learning and care positions and attempt to align efforts with recommendations from the Governor's Early Childhood Policy Council and Team.

### Corrections Workforce Partnership

The Corrections Workforce Partnership, comprised of California Department of Corrections and Rehabilitation (CDCR) and California Prison Industry Authority (CALPIA), and CWDB, will use its existing interagency workgroups to identify relevant training and workforce education programs operated under the purview of CDCR and evaluate their alignment with existing labor market needs in each of the fourteen RPUs.

This strategy includes enabling of progressive skills development through education and training programs using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated.

California will utilize career pathways to facilitate incremental and progressive skills attainment over time, in clearly segmented blocks, such that those who move through the pathway obtain education or training services built on the foundation of prior learning efforts.

### Title I

The CWDB will provide technical assistance to Local Boards on partnering with industry and training providers to utilize career pathways that provide participants a packaged set of skills with labor market value at each stage of the learning process.

### Title IV

The DOR will establish or modify formal partnerships with Title I and Title II at the state and local level that are geared towards supporting career pathways for all individuals with disabilities, including those with behavioral health disabilities, students with disabilities, transition age foster youth with disabilities, individuals with intellectual and developmental disabilities, and justice involved individuals with disabilities.

### Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to provide Local Boards and community based organizations (CBO) information on the educational and training background of individuals being served so that Local Board and CBO staff can utilize this information for job placement efforts and any efforts to build on the education and training that individuals received pre-release.

This strategy includes building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth.

California will develop value-added partnerships that not only help achieve the policy goals of the partnership but also help partners achieve their organizational goals. A value-added partnership is one in which all partners gain from the relationships built through the organizing process.

#### Title I

The CWDB will continue to use WIOA statewide funds to support Local Board implementation of relevant regional sector initiatives and the WIOA Regional Plans.

#### Title II

The California Department of Education (CDE) will work with CWDB to identify forums such as conferences, meetings, and other opportunities to share joint information for the purpose of advising workforce providers, education practitioners, and policy-makers of services available to shared populations.

#### Title IV

The DOR will ensure that representatives from local district offices maintain regular participation on their Local Boards and within each of the 14 RPU for the purposes of developing workforce and education policies that support regional economic growth.

The DOR will work with CWDB to ensure resources for cross-training of frontline staff across the 14 RPUs, including the dissemination of CIE resources and information to Local Boards and participation in technical assistance calls with LPA partners.

#### CalFresh and CalWORKS

As part of a Regional Workforce and Equity Partnership, representatives from CalFresh, CalWORKS, and CWDB will meet quarterly to provide a forum for ongoing discussion, information sharing, and collaboration on implementation of State Plan. The group will establish several task oriented sub workgroups to accomplish the following goals.

- Create a logic model that outlines service delivery overlap between CalWORKS, CalFresh, and WIOA Title I programs.
- Jointly develop guidance and resources for actionable and collaborative partnership activities, including models and best practices for establishing a “gold standard” for partnership.
- Develop an action plan to mitigate adverse impacts to underserved populations resulting from changes to federal policy.

#### Career Technical Education

As joint administrators of the Perkin V program, CDE, State Board of Education (SBE), and California Community Colleges Chancellor’s Office (CCCCO) will form a cross-agency workgroup of staff of relevant agencies that will convene as needed to coordinate workforce development, and address evolving state and federal program requirements that jointly impact workforce and education. The workgroup may present outcomes of its discussion on these topics to the California Workforce Pathways Joint Advisory Committee and/or CWDB, or to subcommittees of these respective bodies.

#### Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to create a closed-loop referral or communication process between Local Boards, RPUs, and CDCR to ensure the provision of employment services and supportive services to meet all of the individual's needs.

### Child Support Services

The Department of Child Support Services (DCSS) and CWDB will meet on a quarterly basis to identify best practices and create technical assistance tools to help facilitate partnership between Local Boards and local child support agencies. These tools may include, but are not limited to, the issuance of a policy brief, creation of a best practices guide, and the development of an instructional webinar for the field.

This strategy includes using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation.

California will prioritize earn and learn policies that facilitate skills attainment while also providing those participating in these programs with some form of compensated work experience, allowing them to “earn” income while they “learn” to do a job. Specifically, earn-and-learn opportunities will be prioritized for individuals who have barriers to employment and cannot afford to attend an education or training program full time, both because of costs associated with training and education fees and tuition and because time spent in the classroom reduces time that can be spent earning income.

In alignment with the Governor's goal to significantly increase apprenticeships, the CWDB and state partners commit to expanding access to apprenticeships and other paid work experiences for shared populations in the following ways:

- CWDB will continue to invest federal and state funds in the development of High Road Training Partnerships (HRTPs), High Road Construction Careers (HRCCs), and other initiatives that lead to the placement of participants in state approved pre-apprenticeships and apprenticeships.
- DOR will support consumers, including students with disabilities, in accessing apprenticeship opportunities in array of high priority industries.
- DOR, CDE and Department of Development Services (DDS) will continue to leverage funding to facilitate access to work experience opportunities for youth and adults with disabilities, including paid internship programs and state internship programs.
- CDCR, CALPIA, and CWDB will work with the construction trades to facilitate direct placement into construction apprenticeship of previously trained justice involved individuals upon release.
- CalFresh and CalWORKS will explore training and potential apprenticeship opportunities for in demand Early Learning and Care positions.

This strategy includes providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.

California will continue to expand access to funding for supportive services that enable an individual to participate in workforce-funded programs and activities to secure and retain employment. The type of supportive services provided will be dependent on each particular client's needs and background to the supports are person-centered.

#### Title II

CDE will work with CWDB to share information to local counterparts about available resources for school and program alternatives that provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential.

#### Title IV

DOR will work with CWDB to ensure greater coordination in the provision of the support services for individuals with disabilities in order to increase the likelihood of successful outcomes. DOR will also work with CDE and DDS to provide technical assistance to LPA partners on provision of supportive services for individuals with ID/DD.

#### CalFresh and CalWORKS

As new training tools and systems become available, CDSS will work with CWDB to train and educate Local Boards of the functionality and use of these resources and how they can better assist with providing supportive services.

This strategy includes using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.

California will use diagnostic data to help steer investment to help ensure that programs align with labor market trends and needs by looking at patterns of job growth as well as aggregate education and training program output with respect to the number of degrees and certificates received and industry recognized credentials awarded. Performance data is intended to measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production.

The CWDB will continue to build upon the Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) program in an effort to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. This will enable the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes. Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards;
- Community Colleges Chancellor's Office;
- Employment Training Panel;
- Department of Social Services;
- Employment Development Department;
- Department of Education;
- Department of Corrections and Rehabilitation;

- Department of Rehabilitation

This strategy includes braiding resources and coordinating services at the local level to meet client needs.

California will build upon existing and identify new methods for integrating service delivery and braiding resources in order to improve an individual's ability to access the broad array of services funded across the state's workforce and education programs. The expansion and creation of "value-added" partnerships at the state, regional, and local levels will serve as mechanisms to ensure that services are integrated and aligned across systems.

California is in the initial phase of piloting a statewide effort to electronically share common data elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other program partners. The intent of this effort is to assist job seekers by reducing the burden of providing the same common items to multiple agencies (if receiving services from multiple programs), streamline data collection for staff, and assist programs with identifying potentially eligible individuals. Current participants of this pilot include:

- California Workforce Development Board
- Employment Development Department
- Department of Education
- Department of Rehabilitation
- Department of Social Services

### Title III

The EDD will work with CWDB to conduct a business process improvement (BPI) analysis of the following programs and services: Worker Adjustment Retraining Notification, WIOA Rapid Response, WIOA Additional Assistance, WIOA Layoff Aversion, National Dislocated Worker Grants, Re-Employment Services and Eligibility Assessment, Trade Adjustment Assistance, California Training Benefits, and WorkShare. As part of the analysis, staff from the respective programs will be identifying ways to incorporate elements the vision, objectives, and strategies of the State Plan into the operational practices of the programs.

### Title IV

DOR will establish a Memorandum of Understanding (MOU) with CWDB, CDCR, and CALPIA centered on supporting the successful transition from prison to employment for individuals with disabilities.

The DOR, CDE, and DDS will work with CWDB to achieve the performance measures outlined California's CIE Blueprint for individuals with developmental and intellectual disabilities. This includes inviting Local Boards to local CIE partnership agreement collaborations and identifying a CIE point of contact for Local Boards in each DOR district.

### CalWORKS

The CalWORKS program will work with CWDB to identify ways to enhance case management activities for pregnant and parenting teens and youth by partnering with state agencies that specialize in serving those populations.

### Career Technical Education

The CDE, CCCO, and SBE will work with CWDB to utilize the Comprehensive Local Needs Assessment criteria under Perkins V to encourage greater alignment of a local eligible agency or institution with their local and regional workforce system, which is defined to include all required state and federal programs.

### Corrections Workforce Partnership

The CDCR, CALPIA, and CWDB will work to increase Local Board participation in Parole Offices and CDCR events as well as coordinate cross-training opportunities between CDCR, CALPIA, and Local Board staff.

### Department of Child Support Services

The DCSS and CWDB will work with EDD to establish a data sharing agreement between DCSS and the Employment Development Department (EDD), which will allow DCSS to access CalJOBS<sup>SM</sup> data in order to facilitate referral tracking of parents' paying support who are enrolled in workforce programs.

## **B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN**

Over the course of several months, CWDB facilitated nearly twenty separate coordination meetings with WIOA core, required, and strategic state partners. The meetings served as a working forum to discuss realistic, achievable, and concrete ways to jointly implement the vision, objectives, and strategies of the State Plan.

The meetings were also used to establish new and update existing partnership agreements that provide a roadmap for establishing and expanding partnership at the state, regional, and local levels. Each agreement is based off of the same foundational framework and includes goals associated with one or more of the State Plan's seven strategies to ensure ongoing alignment of the various agencies.

The partnership agreements are living documents and the goals will continue to be fleshed out and refined over the next four years to ensure progress continues to be made towards our shared vision. Many of the goals outlined below will help to implement more than just one strategy, however, to avoid duplication, each goal was listed under the strategy with which it seemed to best align.

### **Sector Strategies**

This strategy includes aligning workforce and education programs with leading and emergent industry sectors' skills needs.

California will prioritize investments where overall economic returns for individuals with barriers to employment are likely to be highest, specifically in those sectors that generate significant gains in terms of jobs and income. It will also actively pursue ways to build capacity at the state level for coordination, outreach, convening, organizing, and support of industry sector partnerships.

### **Title I**

The CWDB will continue to issue Local and Regional Planning guidance that requires Local Workforce Development Boards (Local Boards), organized into Regional Planning Units (RPU), to work with industry and service providers in each region, to build industry sector partnerships and career pathways aligned with the partnerships.

#### Title IV

The Department of Rehabilitation (DOR) will support employers with adherence to Section 503 of the Rehabilitation Act of 1973, which requires federal contractors to take affirmative action to recruit, hire, promote, and retain individuals with disabilities. DOR will establish and maintain a single point of contact for the America's Job Center of California (AJCC) business services staff and employers requesting assistance with Section 503 compliance to find and develop qualified talent, including individuals with disabilities.

The DOR will invite business partners and career education and training entities, as appropriate, to participate in Competitive Integrated Employment (CIE) Local Partnership Agreements (LPA) between Local Education Agencies (LEAs), DOR districts, and regional centers to create engagement with local and regional business partners to increase utilization of job-driven training and other pathways to CIE for youth and adults with intellectual and developmental disabilities (ID/DD) in both the public and private sectors.

#### CalFresh and CalWORKS

The California Department of Social Services (DSS), which administers the Temporary Assistance for Needy Families (CalWORKS) and the Supplemental Nutrition Assistance Program Employment and Training (CalFresh E&T) programs at the state level, will work with CWDB to facilitate ongoing discussions around high-priority industry sectors, with an emphasis on early learning and care positions and attempt to align efforts with recommendations from the Governor's Early Childhood Policy Council and Team.

#### Corrections Workforce Partnership

The Corrections Workforce Partnership, comprised of California Department of Corrections and Rehabilitation (CDCR) and California Prison Industry Authority (CALPIA), and CWDB, will use its existing interagency workgroups to identify relevant training and workforce education programs operated under the purview of CDCR and evaluate their alignment with existing labor market needs in each of the fourteen RPUs.

#### **Career Pathways**

This strategy includes enabling of progressive skills development through education and training programs using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated.

California will utilize career pathways to facilitate incremental and progressive skills attainment over time, in clearly segmented blocks, such that those who move through the pathway obtain education or training services built on the foundation of prior learning efforts.

#### Title I

The CWDB will provide technical assistance to Local Boards on partnering with industry and training providers to utilize career pathways that provide participants a packaged set of skills with labor market value at each stage of the learning process.

#### Title IV

The DOR will establish or modify formal partnerships with Title I and Title II at the state and local level that are geared towards supporting career pathways for all individuals with disabilities, including those with behavioral health disabilities, students with disabilities,



transition age foster youth with disabilities, individuals with intellectual and developmental disabilities, and justice involved individuals with disabilities.

#### Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to provide Local Boards and community based organizations (CBO) information on the educational and training background of individuals being served so that Local Board and CBO staff can utilize this information for job placement efforts and any efforts to build on the education and training that individuals received pre-release.

#### **Regional Partnerships**

This strategy includes building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth.

California will develop value-added partnerships that not only help achieve the policy goals of the partnership but also help partners achieve their organizational goals. A value-added partnership is one in which all partners gain from the relationships built through the organizing process.

#### Title I

The CWDB will continue to use WIOA statewide funds to support Local Board implementation of relevant regional sector initiatives and the WIOA Regional Plans.

#### Title II

The California Department of Education (CDE) will work with CWDB to identify forums such as conferences, meetings, and other opportunities to share joint information for the purpose of advising workforce providers, education practitioners, and policy-makers of services available to shared populations.

#### Title IV

The DOR will ensure that representatives from local district offices maintain regular participation on their Local Boards and within each of the 14 RPU for the purposes of developing workforce and education policies that support regional economic growth.

The DOR will work with CWDB to ensure resources for cross-training of frontline staff across the 14 RPUs, including the dissemination of CIE resources and information to Local Boards and participation in technical assistance calls with LPA partners.

#### CalFresh and CalWORKS

As part of a Regional Workforce and Equity Partnership, representatives from CalFresh, CalWORKS, and CWDB will meet quarterly to provide a forum for ongoing discussion, information sharing, and collaboration on implementation of State Plan. The group will establish several task oriented sub workgroups to accomplish the following goals.

- Create a logic model that outlines service delivery overlap between CalWORKS, CalFresh, and WIOA Title I programs.

- Jointly develop guidance and resources for actionable and collaborative partnership activities, including models and best practices for establishing a “gold standard” for partnership.
- Develop an action plan to mitigate adverse impacts to underserved populations resulting from changes to federal policy.

#### Career Technical Education

As joint administrators of the Perkin V program, CDE, State Board of Education (SBE), and California Community Colleges Chancellor’s Office (CCCCO) will form a cross-agency workgroup of staff of relevant agencies that will convene as needed to coordinate workforce development, and address evolving state and federal program requirements that jointly impact workforce and education. The workgroup may present outcomes of its discussion on these topics to the California Workforce Pathways Joint Advisory Committee and/or CWDB, or to subcommittees of these respective bodies.

#### Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to create a closed-loop referral or communication process between Local Boards, RPUs, and CDCR to ensure the provision of employment services and supportive services to meet all of the individual’s needs.

#### Child Support Services

The Department of Child Support Services (DCSS) and CWDB will meet on a quarterly basis to identify best practices and create technical assistance tools to help facilitate partnership between Local Boards and local child support agencies. These tools may include, but are not limited to, the issuance of a policy brief, creation of a best practices guide, and the development of an instructional webinar for the field.

#### Earn and Learn

This strategy includes using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation.

California will prioritize earn and learn policies that facilitate skills attainment while also providing those participating in these programs with some form of compensated work experience, allowing them to “earn” income while they “learn” to do a job. Specifically, earn-and-learn opportunities will be prioritized for individuals who have barriers to employment and cannot afford to attend an education or training program full time, both because of costs associated with training and education fees and tuition and because time spent in the classroom reduces time that can be spent earning income.

In alignment with the Governor’s goal to significantly increase apprenticeships, the CWDB and state partners commit to expanding access to apprenticeships and other paid work experiences for shared populations in the following ways:

- CWDB will continue to invest federal and state funds in the development of High Road Training Partnerships (HRTPs), High Road Construction Careers (HRCCs), and other initiatives that lead to the placement of participants in state approved pre-apprenticeships and apprenticeships.

- DOR will support consumers, including students with disabilities, in accessing apprenticeship opportunities in array of high priority industries.
- DOR, CDE and Department of Development Services (DDS) will continue to leverage funding to facilitate access to work experience opportunities for youth and adults with disabilities, including paid internship programs and state internship programs.
- CDCR, CALPIA, and CWDB will work with the construction trades to facilitate direct placement into construction apprenticeship of previously trained justice involved individuals upon release.
- CalFresh and CalWORKS will explore training and potential apprenticeship opportunities for in demand Early Learning and Care positions.

### **Supportive Services**

This strategy includes providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.

California will continue to expand access to funding for supportive services that enable an individual to participate in workforce-funded programs and activities to secure and retain employment. The type of supportive services provided will be dependent on each particular client's needs and background to the supports are person-centered.

#### **Title II**

CDE will work with CWDB to share information to local counterparts about available resources for school and program alternatives that provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential.

#### **Title IV**

DOR will work with CWDB to ensure greater coordination in the provision of the support services for individuals with disabilities in order to increase the likelihood of successful outcomes. DOR will also work with CDE and DDS to provide technical assistance to LPA partners on provision of supportive services for individuals with ID/DD.

#### **CalFresh and CalWORKS**

As new training tools and systems become available, CDSS will work with CWDB to train and educate Local Boards of the functionality and use of these resources and how they can better assist with providing supportive services.

### **Cross System Data Capacity**

This strategy includes using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.

California will use diagnostic data to help steer investment to help ensure that programs align with labor market trends and needs by looking at patterns of job growth as well as aggregate education and training program output with respect to the number of degrees and certificates received and industry recognized credentials awarded. Performance data is intended to

measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production.

The CWDB will continue to build upon the Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) program in an effort to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. This will enable the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes. Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards;
- Community Colleges Chancellor's Office;
- Employment Training Panel;
- Department of Social Services;
- Employment Development Department;
- Department of Education;
- Department of Corrections and Rehabilitation;
- Department of Rehabilitation

### **Integrated Service Delivery**

This strategy includes braiding resources and coordinating services at the local level to meet client needs.

California will build upon existing and identify new methods for integrating service delivery and braiding resources in order to improve an individual's ability to access the broad array of services funded across the state's workforce and education programs. The expansion and creation of "value-added" partnerships at the state, regional, and local levels will serve as mechanisms to ensure that services are integrated and aligned across systems.

California is in the initial phase of piloting a statewide effort to electronically share common data elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other program partners. The intent of this effort is to assist job seekers by reducing the burden of providing the same common items to multiple agencies (if receiving services from multiple programs), streamline data collection for staff, and assist programs with identifying potentially eligible individuals. Current participants of this pilot include:

- California Workforce Development Board
- Employment Development Department
- Department of Education
- Department of Rehabilitation
- Department of Social Services

### **Title III**

The EDD will work with CWDB to conduct a business process improvement (BPI) analysis of the following programs and services: Worker Adjustment Retraining Notification, WIOA Rapid Response, WIOA Additional Assistance, WIOA Layoff Aversion, National Dislocated Worker Grants, Re-Employment Services and Eligibility Assessment, Trade Adjustment Assistance, California Training Benefits, and WorkShare. As part of the analysis, staff from the respective programs will be identifying ways to incorporate elements the vision, objectives, and strategies of the State Plan into the operational practices of the programs.

#### Title IV

DOR will establish a Memorandum of Understanding (MOU) with CWDB, CDCR, and CALPIA centered on supporting the successful transition from prison to employment for individuals with disabilities.

The DOR, CDE, and DDS will work with CWDB to achieve the performance measures outlined California's CIE Blueprint for individuals with developmental and intellectual disabilities. This includes inviting Local Boards to local CIE partnership agreement collaborations and identifying a CIE point of contact for Local Boards in each DOR district.

#### CalWORKS

The CalWORKS program will work with CWDB to identify ways to enhance case management activities for pregnant and parenting teens and youth by partnering with state agencies that specialize in serving those populations.

#### Career Technical Education

The CDE, CCCO, and SBE will work with CWDB to utilize the Comprehensive Local Needs Assessment criteria under Perkins V to encourage greater alignment of a local eligible agency or institution with their local and regional workforce system, which is defined to include all required state and federal programs.

#### Corrections Workforce Partnership

The CDCR, CALPIA, and CWDB will work to increase Local Board participation in Parole Offices and CDCR events as well as coordinate cross-training opportunities between CDCR, CALPIA, and Local Board staff.

#### Department of Child Support Services

The DCSS and CWDB will work with EDD to establish a data sharing agreement between DCSS and the Employment Development Department (EDD), which will allow DCSS to access CalJOBS<sup>SM</sup> data in order to facilitate referral tracking of parents' paying support who are enrolled in workforce programs.

Upon further engagement with WIOA core partners, the following information has been added:

In California, AJCCs assist veterans and their eligible spouses maximize employment and training opportunities through various service delivery strategies and programs. These include, but are not limited to, the following:

#### Veterans' Priority of Service

AJCCs are required to provide priority of service to veterans and eligible spouses for all WIOA

and Wagner-Peyser funded activities, including technology-assisted activities. More specifically, a veteran or an eligible spouse either receives access to a service earlier in time than a non-covered person or, if the resource is limited, the veteran or eligible spouse receives access to the service instead of or before the non-covered person.

#### Veteran Services Navigator

Throughout the state, many AJCCs have Wagner-Peyser staff who serve as Veteran Service Navigators (VSN). Upon entering an AJCC<sup>SM</sup>, a VSN will conduct a Needs Based Determination (NBD) to identify the employment needs of a veteran. The purpose of the NBD is for the VSN to identify any potential barriers to employment and determine what services the veteran may require to improve their employability. Based on their needs, a veteran can then be referred to general employment services or more individualized career services, such as those provided through the Jobs for Veterans State Grant (JVSF) program.

#### Jobs for Veterans State Grant

The JVSF program allows California to provide services to veterans by funding three principal staff positions:

- Disabled veterans' outreach program specialists (DVOP)
- Local veterans' employment representatives (LVER)
- Consolidate veterans' representative

The DVOP and LVER staff at the local AJCC coordinate, along with partner agencies, a wide array of services including, employment services, job training, vocational education, supportive services, and participation in community college programs.

The DVOP specialists focus their efforts on those economically or educationally disadvantaged veterans who can reasonably be expected to benefit as a result of the receipt of individualized career services. These veterans will receive priority of service within the AJCC system including:

- Objective assessment of education, skills, and abilities.
- Individual Employment Plan to identify employment goals, interim objectives, and appropriate services that will enable the veteran to meet his or her employment goals.
- In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
- Group and individual career coaching.
- Short-term pre-vocational services that may include the development of learning and communication, interviewing, and personal maintenance skills; and professional conduct to prepare individuals for career goals.

LVER staff conduct outreach to employers, assist veterans in job development contacts, in conjunction with employers conduct job search workshops, and establish job search groups. They also facilitate employment, training, and placement services to promote the hiring of veterans. The LVER concentrates on individualized job development services for veterans, especially those determined to be job-ready after receipt of individualized career services from a DVOP specialist.

Consolidated veteran representatives are responsible for performing both DVOP and LVER roles in the rural areas of California.

### Veterans Employment Related Assistance Program

The Veterans' Employment-Related Assistance Program (VEAP) is a competitive grant program that promotes the use of regional industry-sector strategies as the framework to help unemployed and underemployed veterans with significant barriers to employment transition from military careers to rewarding civilian employment. Eligible applicants include public and private non-profit organizations, private for-profit organizations, Local Areas, education and training providers, non-local areas, and faith-based organizations. Each application requires a formal partnership/collaboration between Local Area staff, Wagner-Peyser staff, and JVSG staff.

### **C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS**

Over the course of several months, CWDB facilitated nearly twenty separate coordination meetings with WIOA core, required, and strategic state partners. The meetings served as a working forum to discuss realistic, achievable, and concrete ways to jointly implement the vision, objectives, and strategies of the State Plan.

The meetings were also used to establish new and update existing partnership agreements that provide a roadmap for establishing and expanding partnership at the state, regional, and local levels. Each agreement is based off of the same foundational framework and includes goals associated with one or more of the State Plan's seven strategies to ensure ongoing alignment of the various agencies.

The partnership agreements are living documents and the goals will continue to be fleshed out and refined over the next four years to ensure progress continues to be made towards our shared vision. Many of the goals outlined below will help to implement more than just one strategy, however, to avoid duplication, each goal was listed under the strategy with which it seemed to best align.

### **Sector Strategies**

This strategy includes aligning workforce and education programs with leading and emergent industry sectors' skills needs.

California will prioritize investments where overall economic returns for individuals with barriers to employment are likely to be highest, specifically in those sectors that generate significant gains in terms of jobs and income. It will also actively pursue ways to build capacity at the state level for coordination, outreach, convening, organizing, and support of industry sector partnerships.

### Title I

The CWDB will continue to issue Local and Regional Planning guidance that requires Local Workforce Development Boards (Local Boards), organized into Regional Planning Units (RPU), to work with industry and service providers in each region, to build industry sector partnerships and career pathways aligned with the partnerships.

### Title IV

The Department of Rehabilitation (DOR) will support employers with adherence to Section 503 of the Rehabilitation Act of 1973, which requires federal contractors to take affirmative action to recruit, hire, promote, and retain individuals with disabilities. DOR will establish and maintain a single point of contact for the America's Job Center of California (AJCC) business

services staff and employers requesting assistance with Section 503 compliance to find and develop qualified talent, including individuals with disabilities.

The DOR will invite business partners and career education and training entities, as appropriate, to participate in Competitive Integrated Employment (CIE) Local Partnership Agreements (LPA) between Local Education Agencies (LEAs), DOR districts, and regional centers to create engagement with local and regional business partners to increase utilization of job-driven training and other pathways to CIE for youth and adults with intellectual and developmental disabilities (ID/DD) in both the public and private sectors.

#### CalFresh and CalWORKS

The California Department of Social Services (DSS), which administers the Temporary Assistance for Needy Families (CalWORKS) and the Supplemental Nutrition Assistance Program Employment and Training (CalFresh E&T) programs at the state level, will work with CWDB to facilitate ongoing discussions around high-priority industry sectors, with an emphasis on early learning and care positions and attempt to align efforts with recommendations from the Governor's Early Childhood Policy Council and Team.

#### Corrections Workforce Partnership

The Corrections Workforce Partnership, comprised of California Department of Corrections and Rehabilitation (CDCR) and California Prison Industry Authority (CALPIA), and CWDB, will use its existing interagency workgroups to identify relevant training and workforce education programs operated under the purview of CDCR and evaluate their alignment with existing labor market needs in each of the fourteen RPUs.

### **Career Pathways**

This strategy includes enabling of progressive skills development through education and training programs using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated.

California will utilize career pathways to facilitate incremental and progressive skills attainment over time, in clearly segmented blocks, such that those who move through the pathway obtain education or training services built on the foundation of prior learning efforts.

#### Title I

The CWDB will provide technical assistance to Local Boards on partnering with industry and training providers to utilize career pathways that provide participants a packaged set of skills with labor market value at each stage of the learning process.

#### Title IV

The DOR will establish or modify formal partnerships with Title I and Title II at the state and local level that are geared towards supporting career pathways for all individuals with disabilities, including those with behavioral health disabilities, students with disabilities, transition age foster youth with disabilities, individuals with intellectual and developmental disabilities, and justice involved individuals with disabilities.

#### Corrections Workforce Partnership



CDCR and CALPIA will work with CWDB to provide Local Boards and community based organizations (CBO) information on the educational and training background of individuals being served so that Local Board and CBO staff can utilize this information for job placement efforts and any efforts to build on the education and training that individuals received pre-release.

## **Regional Partnerships**

This strategy includes building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth.

California will develop value-added partnerships that not only help achieve the policy goals of the partnership but also help partners achieve their organizational goals. A value-added partnership is one in which all partners gain from the relationships built through the organizing process.

### Title I

The CWDB will continue to use WIOA statewide funds to support Local Board implementation of relevant regional sector initiatives and the WIOA Regional Plans.

### Title II

The California Department of Education (CDE) will work with CWDB to identify forums such as conferences, meetings, and other opportunities to share joint information for the purpose of advising workforce providers, education practitioners, and policy-makers of services available to shared populations.

### Title IV

The DOR will ensure that representatives from local district offices maintain regular participation on their Local Boards and within each of the 14 RPU for the purposes of developing workforce and education policies that support regional economic growth.

The DOR will work with CWDB to ensure resources for cross-training of frontline staff across the 14 RPUs, including the dissemination of CIE resources and information to Local Boards and participation in technical assistance calls with LPA partners.

### CalFresh and CalWORKS

As part of a Regional Workforce and Equity Partnership, representatives from CalFresh, CalWORKS, and CWDB will meet quarterly to provide a forum for ongoing discussion, information sharing, and collaboration on implementation of State Plan. The group will establish several task oriented sub workgroups to accomplish the following goals.

- Create a logic model that outlines service delivery overlap between CalWORKS, CalFresh, and WIOA Title I programs.
- Jointly develop guidance and resources for actionable and collaborative partnership activities, including models and best practices for establishing a “gold standard” for partnership.

- Develop an action plan to mitigate adverse impacts to underserved populations resulting from changes to federal policy.

#### Career Technical Education

As joint administrators of the Perkin V program, CDE, State Board of Education (SBE), and California Community Colleges Chancellor's Office (CCCCO) will form a cross-agency workgroup of staff of relevant agencies that will convene as needed to coordinate workforce development, and address evolving state and federal program requirements that jointly impact workforce and education. The workgroup may present outcomes of its discussion on these topics to the California Workforce Pathways Joint Advisory Committee and/or CWDB, or to subcommittees of these respective bodies.

#### Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to create a closed-loop referral or communication process between Local Boards, RPUs, and CDCR to ensure the provision of employment services and supportive services to meet all of the individual's needs.

#### Child Support Services

The Department of Child Support Services (DCSS) and CWDB will meet on a quarterly basis to identify best practices and create technical assistance tools to help facilitate partnership between Local Boards and local child support agencies. These tools may include, but are not limited to, the issuance of a policy brief, creation of a best practices guide, and the development of an instructional webinar for the field.

### **Earn and Learn**

This strategy includes using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation.

California will prioritize earn and learn policies that facilitate skills attainment while also providing those participating in these programs with some form of compensated work experience, allowing them to "earn" income while they "learn" to do a job. Specifically, earn-and-learn opportunities will be prioritized for individuals who have barriers to employment and cannot afford to attend an education or training program full time, both because of costs associated with training and education fees and tuition and because time spent in the classroom reduces time that can be spent earning income.

In alignment with the Governor's goal to significantly increase apprenticeships, the CWDB and state partners commit to expanding access to apprenticeships and other paid work experiences for shared populations in the following ways:

- CWDB will continue to invest federal and state funds in the development of High Road Training Partnerships (HRTPs), High Road Construction Careers (HRCCs), and other initiatives that lead to the placement of participants in state approved pre-apprenticeships and apprenticeships.
- DOR will support consumers, including students with disabilities, in accessing apprenticeship opportunities in array of high priority industries.

- DOR, CDE and Department of Development Services (DDS) will continue to leverage funding to facilitate access to work experience opportunities for youth and adults with disabilities, including paid internship programs and state internship programs.
- CDCR, CALPIA, and CWDB will work with the construction trades to facilitate direct placement into construction apprenticeship of previously trained justice involved individuals upon release.
- CalFresh and CalWORKS will explore training and potential apprenticeship opportunities for in demand Early Learning and Care positions.

## **Supportive Services**

This strategy includes providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.

California will continue to expand access to funding for supportive services that enable an individual to participate in workforce-funded programs and activities to secure and retain employment. The type of supportive services provided will be dependent on each particular client's needs and background to the supports are person-centered.

### Title II

CDE will work with CWDB to share information to local counterparts about available resources for school and program alternatives that provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential.

### Title IV

DOR will work with CWDB to ensure greater coordination in the provision of the support services for individuals with disabilities in order to increase the likelihood of successful outcomes. DOR will also work with CDE and DDS to provide technical assistance to LPA partners on provision of supportive services for individuals with ID/DD.

### CalFresh and CalWORKS

As new training tools and systems become available, CDSS will work with CWDB to train and educate Local Boards of the functionality and use of these resources and how they can better assist with providing supportive services.

## **Creating Cross-System Data Capacity**

This strategy includes using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.

California will use diagnostic data to help steer investment to help ensure that programs align with labor market trends and needs by looking at patterns of job growth as well as aggregate education and training program output with respect to the number of degrees and certificates received and industry recognized credentials awarded. Performance data is intended to measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production.

The CWDB will continue to build upon the Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) program in an effort to unite workforce system

partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. This will enable the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes. Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards;
- Community Colleges Chancellor's Office;
- Employment Training Panel;
- Department of Social Services;
- Employment Development Department;
- Department of Education;
- Department of Corrections and Rehabilitation;
- Department of Rehabilitation

### **Integrated Service Delivery**

This strategy includes braiding resources and coordinating services at the local level to meet client needs.

California will build upon existing and identify new methods for integrating service delivery and braiding resources in order to improve an individual's ability to access the broad array of services funded across the state's workforce and education programs. The expansion and creation of "value-added" partnerships at the state, regional, and local levels will serve as mechanisms to ensure that services are integrated and aligned across systems.

California is in the initial phase of piloting a statewide effort to electronically share common data elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other program partners. The intent of this effort is to assist job seekers by reducing the burden of providing the same common items to multiple agencies (if receiving services from multiple programs), streamline data collection for staff, and assist programs with identifying potentially eligible individuals. Current participants of this pilot include:

- California Workforce Development Board
- Employment Development Department
- Department of Education
- Department of Rehabilitation
- Department of Social Services

### **Title III**

The EDD will work with CWDB to conduct a business process improvement (BPI) analysis of the following programs and services: Worker Adjustment Retraining Notification, WIOA Rapid Response, WIOA Additional Assistance, WIOA Layoff Aversion, National Dislocated Worker Grants, Re-Employment Services and Eligibility Assessment, Trade Adjustment Assistance, California Training Benefits, and WorkShare. As part of the analysis, staff from the respective

programs will be identifying ways to incorporate elements the vision, objectives, and strategies of the State Plan into the operational practices of the programs.

#### Title IV

DOR will establish a Memorandum of Understanding (MOU) with CWDB, CDCR, and CALPIA centered on supporting the successful transition from prison to employment for individuals with disabilities.

The DOR, CDE, and DDS will work with CWDB to achieve the performance measures outlined California's CIE Blueprint for individuals with developmental and intellectual disabilities. This includes inviting Local Boards to local CIE partnership agreement collaborations and identifying a CIE point of contact for Local Boards in each DOR district.

#### CalWORKS

The CalWORKS program will work with CWDB to identify ways to enhance case management activities for pregnant and parenting teens and youth by partnering with state agencies that specialize in serving those populations.

#### Career Technical Education

The CDE, CCCO, and SBE will work with CWDB to utilize the Comprehensive Local Needs Assessment criteria under Perkins V to encourage greater alignment of a local eligible agency or institution with their local and regional workforce system, which is defined to include all required state and federal programs.

#### Corrections Workforce Partnership

The CDCR, CALPIA, and CWDB will work to increase Local Board participation in Parole Offices and CDCR events as well as coordinate cross-training opportunities between CDCR, CALPIA, and Local Board staff.

#### Department of Child Support Services

The DCSS and CWDB will work with EDD to establish a data sharing agreement between DCSS and the Employment Development Department (EDD), which will allow DCSS to access CalJOBS<sup>SM</sup> data in order to facilitate referral tracking of parents' paying support who are enrolled in workforce programs.

Upon further engagement with WIOA core partners, the following information has been added:

#### Title IV

DOR makes vocational rehabilitation services available to assist consumers to prepare for, secure, retain, or regain an employment outcome that is consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. As part of a consumer's vocational journey, DOR may provide support services such as transportation, childcare, and personal assistance services to support a consumer while they are working to obtain, maintain, retain, or advance in employment.

DOR has 85 offices located throughout the State that provide and arrange for services for DOR's consumers, including consumers located in remote or rural areas. DOR is increasing the availability of remote services, including tele-counseling, to serve consumers who are unable to access DOR offices and provide enhanced customer service for consumers.

DOR is piloting a new position called Community Resource Navigator to ensure community services are provided to all consumers, including consumers in rural or disadvantaged areas.

DOR is co-located at the AJCC's to ensure individuals with disabilities experience "no wrong door" and are able to access the services they need through DOR and the AJCC's.

### Veterans

Under the Jobs for Veterans State Grant program, AJCCs in rural areas of California have consolidate veterans representative staff who provide individualized career services to veterans with significant barriers to employment and conduct outreach to employers and business associations in order to increase employment opportunities for veterans.

### Title II

As part of the competitive application process for the Adult Education and Family Literacy Act program, eligible providers are assessed on responsiveness to regional needs. For example, to address the specific geographical needs of rural areas providers must demonstrate an ability to deliver services for individuals in the community most in need of adult education and literacy activities, including individuals, who have low levels of literacy skills, or who are English language learners. In addition, Local Boards in rural areas assisted in reviewing applications to determine the degree to which regional needs identified in the local plan were addressed by the eligible providers.

#### D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Over the course of several months, CWDB facilitated nearly twenty separate coordination meetings with WIOA core, required, and strategic state partners. The meetings served as a working forum to discuss realistic, achievable, and concrete ways to jointly implement the vision, objectives, and strategies of the State Plan.

The meetings were also used to establish new and update existing partnership agreements that provide a roadmap for establishing and expanding partnership at the state, regional, and local levels. Each agreement is based off of the same foundational framework and includes goals associated with one or more of the State Plan's seven strategies to ensure ongoing alignment of the various agencies.

The partnership agreements are living documents and the goals will continue to be fleshed out and refined over the next four years to ensure progress continues to be made towards our shared vision. Many of the goals outlined below will help to implement more than just one strategy, however, to avoid duplication, each goal was listed under the strategy with which it seemed to best align.

This strategy includes aligning workforce and education programs with leading and emergent industry sectors' skills needs.

California will prioritize investments where overall economic returns for individuals with barriers to employment are likely to be highest, specifically in those sectors that generate significant gains in terms of jobs and income. It will also actively pursue ways to build capacity at the state level for coordination, outreach, convening, organizing, and support of industry sector partnerships.

### Title I

The CWDB will continue to issue Local and Regional Planning guidance that requires Local Workforce Development Boards (Local Boards), organized into Regional Planning Units (RPU), to work with industry and service providers in each region, to build industry sector partnerships and career pathways aligned with the partnerships.

#### Title IV

The Department of Rehabilitation (DOR) will support employers with adherence to Section 503 of the Rehabilitation Act of 1973, which requires federal contractors to take affirmative action to recruit, hire, promote, and retain individuals with disabilities. DOR will establish and maintain a single point of contact for the America's Job Center of California (AJCC) business services staff and employers requesting assistance with Section 503 compliance to find and develop qualified talent, including individuals with disabilities.

The DOR will invite business partners and career education and training entities, as appropriate, to participate in Competitive Integrated Employment (CIE) Local Partnership Agreements (LPA) between Local Education Agencies (LEAs), DOR districts, and regional centers to create engagement with local and regional business partners to increase utilization of job-driven training and other pathways to CIE for youth and adults with intellectual and developmental disabilities (ID/DD) in both the public and private sectors.

#### CalFresh and CalWORKS

The California Department of Social Services (DSS), which administers the Temporary Assistance for Needy Families (CalWORKS) and the Supplemental Nutrition Assistance Program Employment and Training (CalFresh E&T) programs at the state level, will work with CWDB to facilitate ongoing discussions around high-priority industry sectors, with an emphasis on early learning and care positions and attempt to align efforts with recommendations from the Governor's Early Childhood Policy Council and Team.

#### Corrections Workforce Partnership

The Corrections Workforce Partnership, comprised of California Department of Corrections and Rehabilitation (CDCR) and California Prison Industry Authority (CALPIA), and CWDB, will use its existing interagency workgroups to identify relevant training and workforce education programs operated under the purview of CDCR and evaluate their alignment with existing labor market needs in each of the fourteen RPUs.

This strategy includes enabling of progressive skills development through education and training programs using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated.

California will utilize career pathways to facilitate incremental and progressive skills attainment over time, in clearly segmented blocks, such that those who move through the pathway obtain education or training services built on the foundation of prior learning efforts.

#### Title I

The CWDB will provide technical assistance to Local Boards on partnering with industry and training providers to utilize career pathways that provide participants a packaged set of skills with labor market value at each stage of the learning process.

#### Title IV

The DOR will establish or modify formal partnerships with Title I and Title II at the state and local level that are geared towards supporting career pathways for all individuals with disabilities, including those with behavioral health disabilities, students with disabilities, transition age foster youth with disabilities, individuals with intellectual and developmental disabilities, and justice involved individuals with disabilities.

#### Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to provide Local Boards and community based organizations (CBO) information on the educational and training background of individuals being served so that Local Board and CBO staff can utilize this information for job placement efforts and any efforts to build on the education and training that individuals received pre-release.

This strategy includes building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth.

California will develop value-added partnerships that not only help achieve the policy goals of the partnership but also help partners achieve their organizational goals. A value-added partnership is one in which all partners gain from the relationships built through the organizing process.

#### Title I

The CWDB will continue to use WIOA statewide funds to support Local Board implementation of relevant regional sector initiatives and the WIOA Regional Plans.

#### Title II

The California Department of Education (CDE) will work with CWDB to identify forums such as conferences, meetings, and other opportunities to share joint information for the purpose of advising workforce providers, education practitioners, and policy-makers of services available to shared populations.

#### Title IV

The DOR will ensure that representatives from local district offices maintain regular participation on their Local Boards and within each of the 14 RPU for the purposes of developing workforce and education policies that support regional economic growth.

The DOR will work with CWDB to ensure resources for cross-training of frontline staff across the 14 RPUs, including the dissemination of CIE resources and information to Local Boards and participation in technical assistance calls with LPA partners.

#### CalFresh and CalWORKS

As part of a Regional Workforce and Equity Partnership, representatives from CalFresh, CalWORKS, and CWDB will meet quarterly to provide a forum for ongoing discussion, information sharing, and collaboration on implementation of State Plan. The group will establish several task oriented sub workgroups to accomplish the following goals.

- Create a logic model that outlines service delivery overlap between CalWORKS, CalFresh, and WIOA Title I programs.



- Jointly develop guidance and resources for actionable and collaborative partnership activities, including models and best practices for establishing a “gold standard” for partnership.
- Develop an action plan to mitigate adverse impacts to underserved populations resulting from changes to federal policy.

#### Career Technical Education

As joint administrators of the Perkin V program, CDE, State Board of Education (SBE), and California Community Colleges Chancellor’s Office (CCCCO) will form a cross-agency workgroup of staff of relevant agencies that will convene as needed to coordinate workforce development, and address evolving state and federal program requirements that jointly impact workforce and education. The workgroup may present outcomes of its discussion on these topics to the California Workforce Pathways Joint Advisory Committee and/or CWDB, or to subcommittees of these respective bodies.

#### Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to create a closed-loop referral or communication process between Local Boards, RPUs, and CDCR to ensure the provision of employment services and supportive services to meet all of the individual’s needs.

#### Child Support Services

The Department of Child Support Services (DCSS) and CWDB will meet on a quarterly basis to identify best practices and create technical assistance tools to help facilitate partnership between Local Boards and local child support agencies. These tools may include, but are not limited to, the issuance of a policy brief, creation of a best practices guide, and the development of an instructional webinar for the field.

This strategy includes using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation.

California will prioritize earn and learn policies that facilitate skills attainment while also providing those participating in these programs with some form of compensated work experience, allowing them to “earn” income while they “learn” to do a job. Specifically, earn-and-learn opportunities will be prioritized for individuals who have barriers to employment and cannot afford to attend an education or training program full time, both because of costs associated with training and education fees and tuition and because time spent in the classroom reduces time that can be spent earning income.

In alignment with the Governor’s goal to significantly increase apprenticeships, the CWDB and state partners commit to expanding access to apprenticeships and other paid work experiences for shared populations in the following ways:

- CWDB will continue to invest federal and state funds in the development of High Road Training Partnerships (HRTPs), High Road Construction Careers (HRCCs), and other initiatives that lead to the placement of participants in state approved pre-apprenticeships and apprenticeships.

- DOR will support consumers, including students with disabilities, in accessing apprenticeship opportunities in array of high priority industries.
- DOR, CDE and Department of Development Services (DDS) will continue to leverage funding to facilitate access to work experience opportunities for youth and adults with disabilities, including paid internship programs and state internship programs.
- CDCR, CALPIA, and CWDB will work with the construction trades to facilitate direct placement into construction apprenticeship of previously trained justice involved individuals upon release.
- CalFresh and CalWORKS will explore training and potential apprenticeship opportunities for in demand Early Learning and Care positions.

This strategy includes providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.

California will continue to expand access to funding for supportive services that enable an individual to participate in workforce-funded programs and activities to secure and retain employment. The type of supportive services provided will be dependent on each particular client's needs and background to the supports are person-centered.

## Title II

CDE will work with CWDB to share information to local counterparts about available resources for school and program alternatives that provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential.

## Title IV

DOR will work with CWDB to ensure greater coordination in the provision of the support services for individuals with disabilities in order to increase the likelihood of successful outcomes. DOR will also work with CDE and DDS to provide technical assistance to LPA partners on provision of supportive services for individuals with ID/DD.

## CalFresh and CalWORKS

As new training tools and systems become available, CDSS will work with CWDB to train and educate Local Boards of the functionality and use of these resources and how they can better assist with providing supportive services.

This strategy includes using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.

California will use diagnostic data to help steer investment to help ensure that programs align with labor market trends and needs by looking at patterns of job growth as well as aggregate education and training program output with respect to the number of degrees and certificates received and industry recognized credentials awarded. Performance data is intended to measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production.

The CWDB will continue to build upon the Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) program in an effort to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. This will enable the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes. Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards;
- Community Colleges Chancellor's Office;
- Employment Training Panel;
- Department of Social Services;
- Employment Development Department;
- Department of Education;
- Department of Corrections and Rehabilitation;
- Department of Rehabilitation

This strategy includes braiding resources and coordinating services at the local level to meet client needs.

California will build upon existing and identify new methods for integrating service delivery and braiding resources in order to improve an individual's ability to access the broad array of services funded across the state's workforce and education programs. The expansion and creation of "value-added" partnerships at the state, regional, and local levels will serve as mechanisms to ensure that services are integrated and aligned across systems.

California is in the initial phase of piloting a statewide effort to electronically share common data elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other program partners. The intent of this effort is to assist job seekers by reducing the burden of providing the same common items to multiple agencies (if receiving services from multiple programs), streamline data collection for staff, and assist programs with identifying potentially eligible individuals. Current participants of this pilot include:

- California Workforce Development Board
- Employment Development Department
- Department of Education
- Department of Rehabilitation
- Department of Social Services

### Title III

The EDD will work with CWDB to conduct a business process improvement (BPI) analysis of the following programs and services: Worker Adjustment Retraining Notification, WIOA Rapid Response, WIOA Additional Assistance, WIOA Layoff Aversion, National Dislocated Worker Grants, Re-Employment Services and Eligibility Assessment, Trade Adjustment Assistance,

California Training Benefits, and WorkShare. As part of the analysis, staff from the respective programs will be identifying ways to incorporate elements the vision, objectives, and strategies of the State Plan into the operational practices of the programs.

#### Title IV

DOR will establish a Memorandum of Understanding (MOU) with CWDB, CDCR, and CALPIA centered on supporting the successful transition from prison to employment for individuals with disabilities.

The DOR, CDE, and DDS will work with CWDB to achieve the performance measures outlined California's CIE Blueprint for individuals with developmental and intellectual disabilities. This includes inviting Local Boards to local CIE partnership agreement collaborations and identifying a CIE point of contact for Local Boards in each DOR district.

#### CalWORKS

The CalWORKS program will work with CWDB to identify ways to enhance case management activities for pregnant and parenting teens and youth by partnering with state agencies that specialize in serving those populations.

#### Career Technical Education

The CDE, CCCO, and SBE will work with CWDB to utilize the Comprehensive Local Needs Assessment criteria under Perkins V to encourage greater alignment of a local eligible agency or institution with their local and regional workforce system, which is defined to include all required state and federal programs.

#### Corrections Workforce Partnership

The CDCR, CALPIA, and CWDB will work to increase Local Board participation in Parole Offices and CDCR events as well as coordinate cross-training opportunities between CDCR, CALPIA, and Local Board staff.

#### Department of Child Support Services

The DCSS and CWDB will work with EDD to establish a data sharing agreement between DCSS and the Employment Development Department (EDD), which will allow DCSS to access CalJOBS<sup>SM</sup> data in order to facilitate referral tracking of parents' paying support who are enrolled in workforce programs.

Upon further engagement with WIOA core partners, the following information has been added:

#### Title II

The California Department of Education (CDE) will work with CWDB to identify forums such as conferences, meetings, and other opportunities to share joint information for the purpose of advising workforce providers, education practitioners, and policy-makers of services available to shared populations. Adult education programs at the local level work with employers at the

local level to ensue they are developing programs that will meet the local need. Additionally, many programs in California meet the local workforce need by offering programs as the work location. An example of this is ESL classes being offered at a factory to help the employees improve English skills which could then improve their opportunities for advancement.

#### Title IV

The California Department of Rehabilitation (DOR) works with employers to identify competitive integrated employment and career opportunities to facilitate the provision of VR services for DOR consumers. Some ways DOR works with businesses include:

- Engaging the workforce development system and the business community via effective outreach, relationship and partnership building.
- Maintaining regular DOR participation at each of the 14 Regional Planning Units and on each local workforce development board.
- Exploring and informing DOR counselors and consumers of local opportunities to obtain non-degree credentials, including certificates, industry certifications, apprenticeship certificates, and occupational licenses with CTE, workforce, and businesses to build an inclusive and skilled future workforce.
- Emphasizing and supporting increased earn-and-learn opportunities for consumers including on-the-job training, paid work experiences, internships, and apprenticeships with businesses.
- Identifying and providing early interventions to address potential employment barriers, such as providing work incentive planning support, workplace readiness training, self-advocacy training and work-based learning opportunities.
- Ensuring local level DOR leadership meets with local business leaders from identified in-demand sectors, as determined by their local Regional Planning Unit, to develop working partnerships or establish initiatives that support hiring and/or recruitment of individuals with disabilities.
- Accessing and utilizing labor market information to inform plans that help businesses meet their recruitment and talent needs.
- Informing business partners on hiring incentives and resources (e.g. Work Opportunity Tax Credit, Talent Acquisition Portal, Disability Awareness training, the Assistive Technology network, and CDOR Business Based Services) to support businesses employing, supporting, retaining and promoting qualified talent with disabilities.
- Working with the Council of State Administrators of Vocational Rehabilitation (CSAVR) to assess the satisfaction of businesses with DOR's services.

#### E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

Over the course of several months, CWDB facilitated nearly twenty separate coordination meetings with WIOA core, required, and strategic state partners. The meetings served as a working forum to discuss realistic, achievable, and concrete ways to jointly implement the vision, objectives, and strategies of the State Plan.

The meetings were also used to establish new and update existing partnership agreements that provide a roadmap for establishing and expanding partnership at the state, regional, and local levels. Each agreement is based off of the same foundational framework and includes goals associated with one or more of the State Plan's seven strategies to ensure ongoing alignment of the various agencies.

The partnership agreements are living documents and the goals will continue to be fleshed out and refined over the next four years to ensure progress continues to be made towards our shared vision. Many of the goals outlined below will help to implement more than just one strategy, however, to avoid duplication, each goal was listed under the strategy with which it seemed to best align.

### **Sector Strategies**

This strategy includes aligning workforce and education programs with leading and emergent industry sectors' skills needs.

California will prioritize investments where overall economic returns for individuals with barriers to employment are likely to be highest, specifically in those sectors that generate significant gains in terms of jobs and income. It will also actively pursue ways to build capacity at the state level for coordination, outreach, convening, organizing, and support of industry sector partnerships.

#### **Title I**

The CWDB will continue to issue Local and Regional Planning guidance that requires Local Workforce Development Boards (Local Boards), organized into Regional Planning Units (RPU), to work with industry and service providers in each region, to build industry sector partnerships and career pathways aligned with the partnerships.

#### **Title IV**

The Department of Rehabilitation (DOR) will support employers with adherence to Section 503 of the Rehabilitation Act of 1973, which requires federal contractors to take affirmative action to recruit, hire, promote, and retain individuals with disabilities. DOR will establish and maintain a single point of contact for the America's Job Center of California (AJCC) business services staff and employers requesting assistance with Section 503 compliance to find and develop qualified talent, including individuals with disabilities.

The DOR will invite business partners and career education and training entities, as appropriate, to participate in Competitive Integrated Employment (CIE) Local Partnership Agreements (LPA) between Local Education Agencies (LEAs), DOR districts, and regional centers to create engagement with local and regional business partners to increase utilization of job-driven training and other pathways to CIE for youth and adults with intellectual and developmental disabilities (ID/DD) in both the public and private sectors.

#### **CalFresh and CalWORKS**

The California Department of Social Services (DSS), which administers the Temporary Assistance for Needy Families (CalWORKS) and the Supplemental Nutrition Assistance Program Employment and Training (CalFresh E&T) programs at the state level, will work with CWDB to facilitate ongoing discussions around high-priority industry sectors, with an emphasis on early

learning and care positions and attempt to align efforts with recommendations from the Governor's Early Childhood Policy Council and Team.

#### Corrections Workforce Partnership

The Corrections Workforce Partnership, comprised of California Department of Corrections and Rehabilitation (CDCR) and California Prison Industry Authority (CALPIA), and CWDB, will use its existing interagency workgroups to identify relevant training and workforce education programs operated under the purview of CDCR and evaluate their alignment with existing labor market needs in each of the fourteen RPUs.

#### Career Pathways

This strategy includes enabling of progressive skills development through education and training programs using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated.

California will utilize career pathways to facilitate incremental and progressive skills attainment over time, in clearly segmented blocks, such that those who move through the pathway obtain education or training services built on the foundation of prior learning efforts.

#### Title I

The CWDB will provide technical assistance to Local Boards on partnering with industry and training providers to utilize career pathways that provide participants a packaged set of skills with labor market value at each stage of the learning process.

#### Title IV

The DOR will establish or modify formal partnerships with Title I and Title II at the state and local level that are geared towards supporting career pathways for all individuals with disabilities, including those with behavioral health disabilities, students with disabilities, transition age foster youth with disabilities, individuals with intellectual and developmental disabilities, and justice involved individuals with disabilities.

#### Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to provide Local Boards and community based organizations (CBO) information on the educational and training background of individuals being served so that Local Board and CBO staff can utilize this information for job placement efforts and any efforts to build on the education and training that individuals received pre-release.

#### Regional Partnerships

This strategy includes building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth.

California will develop value-added partnerships that not only help achieve the policy goals of the partnership but also help partners achieve their organizational goals. A value-added partnership is one in which all partners gain from the relationships built through the organizing process.

## Title I

The CWDB will continue to use WIOA statewide funds to support Local Board implementation of relevant regional sector initiatives and the WIOA Regional Plans.

## Title II

The California Department of Education (CDE) will work with CWDB to identify forums such as conferences, meetings, and other opportunities to share joint information for the purpose of advising workforce providers, education practitioners, and policy-makers of services available to shared populations.

## Title IV

The DOR will ensure that representatives from local district offices maintain regular participation on their Local Boards and within each of the 14 RPU for the purposes of developing workforce and education policies that support regional economic growth.

The DOR will work with CWDB to ensure resources for cross-training of frontline staff across the 14 RPUs, including the dissemination of CIE resources and information to Local Boards and participation in technical assistance calls with LPA partners.

## CalFresh and CalWORKS

As part of a Regional Workforce and Equity Partnership, representatives from CalFresh, CalWORKS, and CWDB will meet quarterly to provide a forum for ongoing discussion, information sharing, and collaboration on implementation of State Plan. The group will establish several task oriented sub workgroups to accomplish the following goals.

- Create a logic model that outlines service delivery overlap between CalWORKS, CalFresh, and WIOA Title I programs.
- Jointly develop guidance and resources for actionable and collaborative partnership activities, including models and best practices for establishing a “gold standard” for partnership.
- Develop an action plan to mitigate adverse impacts to underserved populations resulting from changes to federal policy.

## Career Technical Education

As joint administrators of the Perkin V program, CDE, State Board of Education (SBE), and California Community Colleges Chancellor’s Office (CCCCO) will form a cross-agency workgroup of staff of relevant agencies that will convene as needed to coordinate workforce development, and address evolving state and federal program requirements that jointly impact workforce and education. The workgroup may present outcomes of its discussion on these topics to the California Workforce Pathways Joint Advisory Committee and/or CWDB, or to subcommittees of these respective bodies.

## Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to create a closed-loop referral or communication process between Local Boards, RPUs, and CDCR to ensure the provision of employment services and supportive services to meet all of the individual’s needs.

## Child Support Services



The Department of Child Support Services (DCSS) and CWDB will meet on a quarterly basis to identify best practices and create technical assistance tools to help facilitate partnership between Local Boards and local child support agencies. These tools may include, but are not limited to, the issuance of a policy brief, creation of a best practices guide, and the development of an instructional webinar for the field.

### **Earn and Learn**

This strategy includes using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation.

California will prioritize earn and learn policies that facilitate skills attainment while also providing those participating in these programs with some form of compensated work experience, allowing them to “earn” income while they “learn” to do a job. Specifically, earn-and-learn opportunities will be prioritized for individuals who have barriers to employment and cannot afford to attend an education or training program full time, both because of costs associated with training and education fees and tuition and because time spent in the classroom reduces time that can be spent earning income.

In alignment with the Governor’s goal to significantly increase apprenticeships, the CWDB and state partners commit to expanding access to apprenticeships and other paid work experiences for shared populations in the following ways:

- CWDB will continue to invest federal and state funds in the development of High Road Training Partnerships (HRTPs), High Road Construction Careers (HRCCs), and other initiatives that lead to the placement of participants in state approved pre-apprenticeships and apprenticeships.
- DOR will support consumers, including students with disabilities, in accessing apprenticeship opportunities in array of high priority industries.
- DOR, CDE and Department of Development Services (DDS) will continue to leverage funding to facilitate access to work experience opportunities for youth and adults with disabilities, including paid internship programs and state internship programs.
- CDCR, CALPIA, and CWDB will work with the construction trades to facilitate direct placement into construction apprenticeship of previously trained justice involved individuals upon release.
- CalFresh and CalWORKS will explore training and potential apprenticeship opportunities for in demand Early Learning and Care positions.

### **Supportive Services**

This strategy includes providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.

California will continue to expand access to funding for supportive services that enable an individual to participate in workforce-funded programs and activities to secure and retain

employment. The type of supportive services provided will be dependent on each particular client's needs and background to the supports are person-centered.

#### Title II

CDE will work with CWDB to share information to local counterparts about available resources for school and program alternatives that provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential.

#### Title IV

DOR will work with CWDB to ensure greater coordination in the provision of the support services for individuals with disabilities in order to increase the likelihood of successful outcomes. DOR will also work with CDE and DDS to provide technical assistance to LPA partners on provision of supportive services for individuals with ID/DD.

#### CalFresh and CalWORKS

As new training tools and systems become available, CDSS will work with CWDB to train and educate Local Boards of the functionality and use of these resources and how they can better assist with providing supportive services.

### **Creating Cross-System Data Capacity**

This strategy includes using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.

California will use diagnostic data to help steer investment to help ensure that programs align with labor market trends and needs by looking at patterns of job growth as well as aggregate education and training program output with respect to the number of degrees and certificates received and industry recognized credentials awarded. Performance data is intended to measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production.

The CWDB will continue to build upon the Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) program in an effort to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. This will enable the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes. Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards;
- Community Colleges Chancellor's Office;
- Employment Training Panel;
- Department of Social Services;
- Employment Development Department;
- Department of Education;
- Department of Corrections and Rehabilitation;

- Department of Rehabilitation

### **Integrated Service Delivery**

This strategy includes braiding resources and coordinating services at the local level to meet client needs.

California will build upon existing and identify new methods for integrating service delivery and braiding resources in order to improve an individual's ability to access the broad array of services funded across the state's workforce and education programs. The expansion and creation of "value-added" partnerships at the state, regional, and local levels will serve as mechanisms to ensure that services are integrated and aligned across systems.

California is in the initial phase of piloting a statewide effort to electronically share common data elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other program partners. The intent of this effort is to assist job seekers by reducing the burden of providing the same common items to multiple agencies (if receiving services from multiple programs), streamline data collection for staff, and assist programs with identifying potentially eligible individuals. Current participants of this pilot include:

- California Workforce Development Board
- Employment Development Department
- Department of Education
- Department of Rehabilitation
- Department of Social Services

### **Title III**

The EDD will work with CWDB to conduct a business process improvement (BPI) analysis of the following programs and services: Worker Adjustment Retraining Notification, WIOA Rapid Response, WIOA Additional Assistance, WIOA Layoff Aversion, National Dislocated Worker Grants, Re-Employment Services and Eligibility Assessment, Trade Adjustment Assistance, California Training Benefits, and WorkShare. As part of the analysis, staff from the respective programs will be identifying ways to incorporate elements the vision, objectives, and strategies of the State Plan into the operational practices of the programs.

### **Title IV**

DOR will establish a Memorandum of Understanding (MOU) with CWDB, CDCR, and CALPIA centered on supporting the successful transition from prison to employment for individuals with disabilities.

The DOR, CDE, and DDS will work with CWDB to achieve the performance measures outlined California's CIE Blueprint for individuals with developmental and intellectual disabilities. This includes inviting Local Boards to local CIE partnership agreement collaborations and identifying a CIE point of contact for Local Boards in each DOR district.

### **CalWORKS**

The CalWORKS program will work with CWDB to identify ways to enhance case management activities for pregnant and parenting teens and youth by partnering with state agencies that specialize in serving those populations.

#### Career Technical Education

The CDE, CCCO, and SBE will work with CWDB to utilize the Comprehensive Local Needs Assessment criteria under Perkins V to encourage greater alignment of a local eligible agency or institution with their local and regional workforce system, which is defined to include all required state and federal programs.

#### Corrections Workforce Partnership

The CDCR, CALPIA, and CWDB will work to increase Local Board participation in Parole Offices and CDCR events as well as coordinate cross-training opportunities between CDCR, CALPIA, and Local Board staff.

#### Department of Child Support Services

The DCSS and CWDB will work with EDD to establish a data sharing agreement between DCSS and the Employment Development Department (EDD), which will allow DCSS to access CalJOBS<sup>SM</sup> data in order to facilitate referral tracking of parents' paying support who are enrolled in workforce programs.

After further engagement with our WIOA partners, the following information was added...

The California Workforce Development Board, California Department of Education, State Board of Education, and California Community Colleges were active participants and provided input during the development of the WIOA Unified Plan and Perkins IV Plans. Moving forward, all parties have committed to establishing a cross-agency workgroup to address evolving state and federal program requirements that jointly impact workforce and education. The workgroup may present outcomes of its discussion on these topics to the California Workforce Pathways Joint Advisory Committee and/or California Workforce Development Board, or to subcommittees of these respective bodies.

#### Title IV

When appropriate, DOR provides financial assistance to support individuals with disabilities in postsecondary education. As part of a consumer's Individualized Plan for Employment, DOR may provide vocational and other training services in an institution of higher education such as community colleges and vocational schools.

DOR administers WorkAbility III cooperative programs with California Community Colleges. The goal of the WorkAbility III is to assist community college students with disabilities to obtain competitive integrated employment. The VR services provided include vocational assessment, employment preparation, job development, placement, and job retention services.

DOR is also a partner in the College-to-Career (C2C) program. C2C is a partnership with select community colleges to serve individuals with intellectual disabilities and autism. C2C students must be DOR and Department of Developmental Services Regional Center consumers. The program provides employment preparation and soft skills training in addition to some instruction in independent living skills, and campus inclusion. C2C participants are expected to be included in these specialized services in addition to regular educational or vocational classes

provided by the college. The goal of the program is for the C2C students to become employed in a competitive integrated community-based job.

Furthermore, DOR's Director serves on and participates in several committees to support consumers in the State's community colleges and career and technical education schools. The Director is a member of Interagency Advisory Committee on Apprenticeship, which provides advice and guidance to the Administrator of Apprenticeship and Chief of the Division of Apprenticeship Standards on apprenticeship programs, standards, and agreements that are not within the jurisdiction of the California Apprenticeship Council. The Director is also a participant of two additional committees: the California Workforce Pathways Joint Advisory Committee and the Perkins Joint Special Populations Advisory Committee. The Director was asked to participate in the Career Technical Education Resources Advisory Workgroup, hosted by California Workforce Pathways Joint Advisory Committee. The State Board of Education, the California Department of Education, and the California Community Colleges Chancellor's Office developed a State Plan for CTE, which will serve two distinct purposes: 1) as the guiding policy document for how all California CTE programs are administered throughout the state, and 2) ensure that California meets federal requirements in order to receive federal funding.

#### F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS

Over the course of several months, CWDB facilitated nearly twenty separate coordination meetings with WIOA core, required, and strategic state partners. The meetings served as a working forum to discuss realistic, achievable, and concrete ways to jointly implement the vision, objectives, and strategies of the State Plan.

The meetings were also used to establish new and update existing partnership agreements that provide a roadmap for establishing and expanding partnership at the state, regional, and local levels. Each agreement is based off of the same foundational framework and includes goals associated with one or more of the State Plan's seven strategies to ensure ongoing alignment of the various agencies.

The partnership agreements are living documents and the goals will continue to be fleshed out and refined over the next four years to ensure progress continues to be made towards our shared vision. Many of the goals outlined below will help to implement more than just one strategy, however, to avoid duplication, each goal was listed under the strategy with which it seemed to best align.

### **Sector Strategies**

This strategy includes aligning workforce and education programs with leading and emergent industry sectors' skills needs.

California will prioritize investments where overall economic returns for individuals with barriers to employment are likely to be highest, specifically in those sectors that generate significant gains in terms of jobs and income. It will also actively pursue ways to build capacity at the state level for coordination, outreach, convening, organizing, and support of industry sector partnerships.

#### **Title I**

The CWDB will continue to issue Local and Regional Planning guidance that requires Local Workforce Development Boards (Local Boards), organized into Regional Planning Units (RPU's),

to work with industry and service providers in each region, to build industry sector partnerships and career pathways aligned with the partnerships.

#### Title IV

The Department of Rehabilitation (DOR) will support employers with adherence to Section 503 of the Rehabilitation Act of 1973, which requires federal contractors to take affirmative action to recruit, hire, promote, and retain individuals with disabilities. DOR will establish and maintain a single point of contact for the America's Job Center of California (AJCC) business services staff and employers requesting assistance with Section 503 compliance to find and develop qualified talent, including individuals with disabilities.

The DOR will invite business partners and career education and training entities, as appropriate, to participate in Competitive Integrated Employment (CIE) Local Partnership Agreements (LPA) between Local Education Agencies (LEAs), DOR districts, and regional centers to create engagement with local and regional business partners to increase utilization of job-driven training and other pathways to CIE for youth and adults with intellectual and developmental disabilities (ID/DD) in both the public and private sectors.

#### CalFresh and CalWORKS

The California Department of Social Services (DSS), which administers the Temporary Assistance for Needy Families (CalWORKS) and the Supplemental Nutrition Assistance Program Employment and Training (CalFresh E&T) programs at the state level, will work with CWDB to facilitate ongoing discussions around high-priority industry sectors, with an emphasis on early learning and care positions and attempt to align efforts with recommendations from the Governor's Early Childhood Policy Council and Team.

#### Corrections Workforce Partnership

The Corrections Workforce Partnership, comprised of California Department of Corrections and Rehabilitation (CDCR) and California Prison Industry Authority (CALPIA), and CWDB, will use its existing interagency workgroups to identify relevant training and workforce education programs operated under the purview of CDCR and evaluate their alignment with existing labor market needs in each of the fourteen RPUs.

#### **Career Pathways**

This strategy includes enabling of progressive skills development through education and training programs using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated.

California will utilize career pathways to facilitate incremental and progressive skills attainment over time, in clearly segmented blocks, such that those who move through the pathway obtain education or training services built on the foundation of prior learning efforts.

#### Title I

The CWDB will provide technical assistance to Local Boards on partnering with industry and training providers to utilize career pathways that provide participants a packaged set of skills with labor market value at each stage of the learning process.

#### Title IV

The DOR will establish or modify formal partnerships with Title I and Title II at the state and local level that are geared towards supporting career pathways for all individuals with disabilities, including those with behavioral health disabilities, students with disabilities, transition age foster youth with disabilities, individuals with intellectual and developmental disabilities, and justice involved individuals with disabilities.

#### Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to provide Local Boards and community based organizations (CBO) information on the educational and training background of individuals being served so that Local Board and CBO staff can utilize this information for job placement efforts and any efforts to build on the education and training that individuals received pre-release.

#### **Regional Partnerships**

This strategy includes building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth.

California will develop value-added partnerships that not only help achieve the policy goals of the partnership but also help partners achieve their organizational goals. A value-added partnership is one in which all partners gain from the relationships built through the organizing process.

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The DOR will ensure that representatives from local district offices maintain regular participation on their Local Boards and within each of the 14 RPU for the purposes of developing workforce and education policies that support regional economic growth.

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#### CalFresh and CalWORKS

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#### Career Technical Education

As joint administrators of the Perkin V program, CDE, State Board of Education (SBE), and California Community Colleges Chancellor’s Office (CCCCO) will form a cross-agency workgroup of staff of relevant agencies that will convene as needed to coordinate workforce development, and address evolving state and federal program requirements that jointly impact workforce and education. The workgroup may present outcomes of its discussion on these topics to the California Workforce Pathways Joint Advisory Committee and/or CWDB, or to subcommittees of these respective bodies.

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#### Earn and Learn

This strategy includes using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation.

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- DOR, CDE and Department of Development Services (DDS) will continue to leverage funding to facilitate access to work experience opportunities for youth and adults with disabilities, including paid internship programs and state internship programs.
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### **Supportive Services**

This strategy includes providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.

California will continue to expand access to funding for supportive services that enable an individual to participate in workforce-funded programs and activities to secure and retain employment. The type of supportive services provided will be dependent on each particular client's needs and background to the supports are person-centered.

#### **Title II**

CDE will work with CWDB to share information to local counterparts about available resources for school and program alternatives that provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential.

#### **Title IV**

DOR will work with CWDB to ensure greater coordination in the provision of the support services for individuals with disabilities in order to increase the likelihood of successful outcomes. DOR will also work with CDE and DDS to provide technical assistance to LPA partners on provision of supportive services for individuals with ID/DD.

#### **CalFresh and CalWORKS**

As new training tools and systems become available, CDSS will work with CWDB to train and educate Local Boards of the functionality and use of these resources and how they can better assist with providing supportive services.

### **Creating Cross-System Data Capacity**

This strategy includes using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.

California will use diagnostic data to help steer investment to help ensure that programs align with labor market trends and needs by looking at patterns of job growth as well as aggregate education and training program output with respect to the number of degrees and certificates received and industry recognized credentials awarded. Performance data is intended to measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production.

The CWDB will continue to build upon the Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) program in an effort to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. This will enable the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes. Current data sharing partners include:

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### **Integrated Service Delivery**

This strategy includes braiding resources and coordinating services at the local level to meet client needs.

California will build upon existing and identify new methods for integrating service delivery and braiding resources in order to improve an individual's ability to access the broad array of services funded across the state's workforce and education programs. The expansion and creation of "value-added" partnerships at the state, regional, and local levels will serve as mechanisms to ensure that services are integrated and aligned across systems.

California is in the initial phase of piloting a statewide effort to electronically share common data elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other program partners. The intent of this effort is to assist job seekers by reducing the burden of providing the same common items to multiple agencies (if receiving services from multiple programs), streamline data collection for staff, and assist programs with identifying potentially eligible individuals. Current participants of this pilot include:

- California Workforce Development Board
- Employment Development Department
- Department of Education
- Department of Rehabilitation

- Department of Social Services

### Title III

The EDD will work with CWDB to conduct a business process improvement (BPI) analysis of the following programs and services: Worker Adjustment Retraining Notification, WIOA Rapid Response, WIOA Additional Assistance, WIOA Layoff Aversion, National Dislocated Worker Grants, Re-Employment Services and Eligibility Assessment, Trade Adjustment Assistance, California Training Benefits, and WorkShare. As part of the analysis, staff from the respective programs will be identifying ways to incorporate elements the vision, objectives, and strategies of the State Plan into the operational practices of the programs.

### Title IV

DOR will establish a Memorandum of Understanding (MOU) with CWDB, CDCR, and CALPIA centered on supporting the successful transition from prison to employment for individuals with disabilities.

The DOR, CDE, and DDS will work with CWDB to achieve the performance measures outlined California's CIE Blueprint for individuals with developmental and intellectual disabilities. This includes inviting Local Boards to local CIE partnership agreement collaborations and identifying a CIE point of contact for Local Boards in each DOR district.

### CalWORKS

The CalWORKS program will work with CWDB to identify ways to enhance case management activities for pregnant and parenting teens and youth by partnering with state agencies that specialize in serving those populations.

### Career Technical Education

The CDE, CCCO, and SBE will work with CWDB to utilize the Comprehensive Local Needs Assessment criteria under Perkins V to encourage greater alignment of a local eligible agency or institution with their local and regional workforce system, which is defined to include all required state and federal programs.

### Corrections Workforce Partnership

The CDCR, CALPIA, and CWDB will work to increase Local Board participation in Parole Offices and CDCR events as well as coordinate cross-training opportunities between CDCR, CALPIA, and Local Board staff.

### Department of Child Support Services

The DCSS and CWDB will work with EDD to establish a data sharing agreement between DCSS and the Employment Development Department (EDD), which will allow DCSS to access CalJOBS<sup>SM</sup> data in order to facilitate referral tracking of parents' paying support who are enrolled in workforce programs.

After further engagement with WIOA partners, the following information was added...

California recognizes the critical role that education and training providers play in providing inclusive, equitable, and effective service delivery for individuals with significant barriers to employment. In cooperation with stakeholders, California adopted the following principles in

state policy that outline how the state engages with providers on the eligible training provider list as partners in the workforce development system:

1. **Simplicity** – Avoid imposing burdens that would inhibit the participation of quality training providers.
2. **Customer Focus** – The policies and procedures must support the collection and presentation of easily accessible and reliable training program information for both individuals seeking career and occupational training information, and career advisors who assist participants eligible for training services.
3. **Informed Customer Choice** – The Eligible Training Provider List (ETPL) includes locally approved training programs that lead to self-sustainable careers in the local/regional economy, as supported by current labor market information identifying industry sectors and occupational clusters that are high-growth, high-demand, projecting skills shortages, and/or vital to the regional economy.
4. **Training Delivery Flexibility** – Develop policies and procedures that foster and support the inclusion of various types training delivery that expand opportunities for customer choice.
5. **Quality** – Ensures a comprehensive list of quality training programs that meet the minimum performance standards and provide industry-valued skills in priority industry sectors. Information must be accurate, transparent, accessible, and user-friendly.
6. **Respect for Local Autonomy** – The policy should remain supportive of the autonomy that WIOA has otherwise granted to the Local Boards.

In addition to engagement with providers on the state ETPL, California has invested a significant amount of federal and state funds into competitive grant programs that have either been awarded directly to, or required a strong partnership with, community based service providers. Examples of these types of programs that were funded out of WIOA Governor's discretionary funds are the Workforce Accelerator Fund Program and English Language Learner Pathways to Career Program. Examples of these types of programs that were funded out of California general funds are the Prison to Employment Initiative and the Breaking Barriers to Employment Initiative.

#### G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

Over the course of several months, CWDB facilitated nearly twenty separate coordination meetings with WIOA core, required, and strategic state partners. The meetings served as a working forum to discuss realistic, achievable, and concrete ways to jointly implement the vision, objectives, and strategies of the State Plan.

The meetings were also used to establish new and update existing partnership agreements that provide a roadmap for establishing and expanding partnership at the state, regional, and local levels. Each agreement is based off of the same foundational framework and includes goals associated with one or more of the State Plan's seven strategies to ensure ongoing alignment of the various agencies.

The partnership agreements are living documents and the goals will continue to be fleshed out and refined over the next four years to ensure progress continues to be made towards our shared vision. Many of the goals outlined below will help to implement more than just one

strategy, however, to avoid duplication, each goal was listed under the strategy with which it seemed to best align.

### **Sector Strategies**

This strategy includes aligning workforce and education programs with leading and emergent industry sectors' skills needs.

California will prioritize investments where overall economic returns for individuals with barriers to employment are likely to be highest, specifically in those sectors that generate significant gains in terms of jobs and income. It will also actively pursue ways to build capacity at the state level for coordination, outreach, convening, organizing, and support of industry sector partnerships.

### **Title I**

The CWDB will continue to issue Local and Regional Planning guidance that requires Local Workforce Development Boards (Local Boards), organized into Regional Planning Units (RPU), to work with industry and service providers in each region, to build industry sector partnerships and career pathways aligned with the partnerships.

### **Title IV**

The Department of Rehabilitation (DOR) will support employers with adherence to Section 503 of the Rehabilitation Act of 1973, which requires federal contractors to take affirmative action to recruit, hire, promote, and retain individuals with disabilities. DOR will establish and maintain a single point of contact for the America's Job Center of California (AJCC) business services staff and employers requesting assistance with Section 503 compliance to find and develop qualified talent, including individuals with disabilities.

The DOR will invite business partners and career education and training entities, as appropriate, to participate in Competitive Integrated Employment (CIE) Local Partnership Agreements (LPA) between Local Education Agencies (LEAs), DOR districts, and regional centers to create engagement with local and regional business partners to increase utilization of job-driven training and other pathways to CIE for youth and adults with intellectual and developmental disabilities (ID/DD) in both the public and private sectors.

### **CalFresh and CalWORKS**

The California Department of Social Services (DSS), which administers the Temporary Assistance for Needy Families (CalWORKS) and the Supplemental Nutrition Assistance Program Employment and Training (CalFresh E&T) programs at the state level, will work with CWDB to facilitate ongoing discussions around high-priority industry sectors, with an emphasis on early learning and care positions and attempt to align efforts with recommendations from the Governor's Early Childhood Policy Council and Team.

### **Corrections Workforce Partnership**

The Corrections Workforce Partnership, comprised of California Department of Corrections and Rehabilitation (CDCR) and California Prison Industry Authority (CALPIA), and CWDB, will use its existing interagency workgroups to identify relevant training and workforce education programs operated under the purview of CDCR and evaluate their alignment with existing labor market needs in each of the fourteen RPUs.

## **Career Pathways**

This strategy includes enabling of progressive skills development through education and training programs using multiple entry and exit points, so that each level of skills development corresponds with labor market gains for those being trained or educated.

California will utilize career pathways to facilitate incremental and progressive skills attainment over time, in clearly segmented blocks, such that those who move through the pathway obtain education or training services built on the foundation of prior learning efforts.

### **Title I**

The CWDB will provide technical assistance to Local Boards on partnering with industry and training providers to utilize career pathways that provide participants a packaged set of skills with labor market value at each stage of the learning process.

### **Title IV**

The DOR will establish or modify formal partnerships with Title I and Title II at the state and local level that are geared towards supporting career pathways for all individuals with disabilities, including those with behavioral health disabilities, students with disabilities, transition age foster youth with disabilities, individuals with intellectual and developmental disabilities, and justice involved individuals with disabilities.

## **Corrections Workforce Partnership**

CDCR and CALPIA will work with CWDB to provide Local Boards and community based organizations (CBO) information on the educational and training background of individuals being served so that Local Board and CBO staff can utilize this information for job placement efforts and any efforts to build on the education and training that individuals received pre-release.

## **Regional Partnerships**

This strategy includes building partnerships between industry leaders, including organized labor, workforce professionals, education and training providers, and economic development leaders to develop workforce and education policies that support regional economic growth.

California will develop value-added partnerships that not only help achieve the policy goals of the partnership but also help partners achieve their organizational goals. A value-added partnership is one in which all partners gain from the relationships built through the organizing process.

### **Title I**

The CWDB will continue to use WIOA statewide funds to support Local Board implementation of relevant regional sector initiatives and the WIOA Regional Plans.

### **Title II**

The California Department of Education (CDE) will work with CWDB to identify forums such as conferences, meetings, and other opportunities to share joint information for the purpose of advising workforce providers, education practitioners, and policy-makers of services available to shared populations.

#### Title IV

The DOR will ensure that representatives from local district offices maintain regular participation on their Local Boards and within each of the 14 RPU for the purposes of developing workforce and education policies that support regional economic growth.

The DOR will work with CWDB to ensure resources for cross-training of frontline staff across the 14 RPUs, including the dissemination of CIE resources and information to Local Boards and participation in technical assistance calls with LPA partners.

#### CalFresh and CalWORKS

As part of a Regional Workforce and Equity Partnership, representatives from CalFresh, CalWORKS, and CWDB will meet quarterly to provide a forum for ongoing discussion, information sharing, and collaboration on implementation of State Plan. The group will establish several task oriented sub workgroups to accomplish the following goals.

- Create a logic model that outlines service delivery overlap between CalWORKS, CalFresh, and WIOA Title I programs.
- Jointly develop guidance and resources for actionable and collaborative partnership activities, including models and best practices for establishing a “gold standard” for partnership.
- Develop an action plan to mitigate adverse impacts to underserved populations resulting from changes to federal policy.

#### Career Technical Education

As joint administrators of the Perkin V program, CDE, State Board of Education (SBE), and California Community Colleges Chancellor’s Office (CCCCO) will form a cross-agency workgroup of staff of relevant agencies that will convene as needed to coordinate workforce development, and address evolving state and federal program requirements that jointly impact workforce and education. The workgroup may present outcomes of its discussion on these topics to the California Workforce Pathways Joint Advisory Committee and/or CWDB, or to subcommittees of these respective bodies.

#### Corrections Workforce Partnership

CDCR and CALPIA will work with CWDB to create a closed-loop referral or communication process between Local Boards, RPUs, and CDCR to ensure the provision of employment services and supportive services to meet all of the individual’s needs.

#### Child Support Services

The Department of Child Support Services (DCSS) and CWDB will meet on a quarterly basis to identify best practices and create technical assistance tools to help facilitate partnership between Local Boards and local child support agencies. These tools may include, but are not limited to, the issuance of a policy brief, creation of a best practices guide, and the development of an instructional webinar for the field.

#### Earn and Learn

This strategy includes using training and education best practices that combine applied learning opportunities with material compensation while facilitating skills development in the context of actual labor market participation.

California will prioritize earn and learn policies that facilitate skills attainment while also providing those participating in these programs with some form of compensated work experience, allowing them to “earn” income while they “learn” to do a job. Specifically, earn-and-learn opportunities will be prioritized for individuals who have barriers to employment and cannot afford to attend an education or training program full time, both because of costs associated with training and education fees and tuition and because time spent in the classroom reduces time that can be spent earning income.

In alignment with the Governor’s goal to significantly increase apprenticeships, the CWDB and state partners commit to expanding access to apprenticeships and other paid work experiences for shared populations in the following ways:

- CWDB will continue to invest federal and state funds in the development of High Road Training Partnerships (HRTPs), High Road Construction Careers (HRCCs), and other initiatives that lead to the placement of participants in state approved pre-apprenticeships and apprenticeships.
- DOR will support consumers, including students with disabilities, in accessing apprenticeship opportunities in array of high priority industries.
- DOR, CDE and Department of Development Services (DDS) will continue to leverage funding to facilitate access to work experience opportunities for youth and adults with disabilities, including paid internship programs and state internship programs.
- CDCR, CALPIA, and CWDB will work with the construction trades to facilitate direct placement into construction apprenticeship of previously trained justice involved individuals upon release.
- CalFresh and CalWORKS will explore training and potential apprenticeship opportunities for in demand Early Learning and Care positions.

### **Supportive Services**

This strategy includes providing ancillary services like childcare, transportation, and counseling to facilitate program completion by those enrolled in training and education courses.

California will continue to expand access to funding for supportive services that enable an individual to participate in workforce-funded programs and activities to secure and retain employment. The type of supportive services provided will be dependent on each particular client’s needs and background to the supports are person-centered.

### **Title II**

CDE will work with CWDB to share information to local counterparts about available resources for school and program alternatives that provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential.

### **Title IV**



DOR will work with CWDB to ensure greater coordination in the provision of the support services for individuals with disabilities in order to increase the likelihood of successful outcomes. DOR will also work with CDE and DDS to provide technical assistance to LPA partners on provision of supportive services for individuals with ID/DD.

#### CalFresh and CalWORKS

As new training tools and systems become available, CDSS will work with CWDB to train and educate Local Boards of the functionality and use of these resources and how they can better assist with providing supportive services.

#### Creating Cross-System Data Capacity

This strategy includes using diagnostic labor market data to assess where to invest, and also, the use performance data to assess the value of those investments.

California will use diagnostic data to help steer investment to help ensure that programs align with labor market trends and needs by looking at patterns of job growth as well as aggregate education and training program output with respect to the number of degrees and certificates received and industry recognized credentials awarded. Performance data is intended to measure typical program outcomes for individuals receiving services while helping quantify skills attainment and degree and credential production.

The CWDB will continue to build upon the Cross-Systems Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) program in an effort to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. This will enable the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes. Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards;
- Community Colleges Chancellor's Office;
- Employment Training Panel;
- Department of Social Services;
- Employment Development Department;
- Department of Education;
- Department of Corrections and Rehabilitation;
- Department of Rehabilitation

#### Integrated Service Delivery

This strategy includes braiding resources and coordinating services at the local level to meet client needs.

California will build upon existing and identify new methods for integrating service delivery and braiding resources in order to improve an individual's ability to access the broad array of

services funded across the state's workforce and education programs. The expansion and creation of "value-added" partnerships at the state, regional, and local levels will serve as mechanisms to ensure that services are integrated and aligned across systems.

California is in the initial phase of piloting a statewide effort to electronically share common data elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other program partners. The intent of this effort is to assist job seekers by reducing the burden of providing the same common items to multiple agencies (if receiving services from multiple programs), streamline data collection for staff, and assist programs with identifying potentially eligible individuals. Current participants of this pilot include:

- California Workforce Development Board
- Employment Development Department
- Department of Education
- Department of Rehabilitation
- Department of Social Services

### Title III

The EDD will work with CWDB to conduct a business process improvement (BPI) analysis of the following programs and services: Worker Adjustment Retraining Notification, WIOA Rapid Response, WIOA Additional Assistance, WIOA Layoff Aversion, National Dislocated Worker Grants, Re-Employment Services and Eligibility Assessment, Trade Adjustment Assistance, California Training Benefits, and WorkShare. As part of the analysis, staff from the respective programs will be identifying ways to incorporate elements the vision, objectives, and strategies of the State Plan into the operational practices of the programs.

### Title IV

DOR will establish a Memorandum of Understanding (MOU) with CWDB, CDCR, and CALPIA centered on supporting the successful transition from prison to employment for individuals with disabilities.

The DOR, CDE, and DDS will work with CWDB to achieve the performance measures outlined California's CIE Blueprint for individuals with developmental and intellectual disabilities. This includes inviting Local Boards to local CIE partnership agreement collaborations and identifying a CIE point of contact for Local Boards in each DOR district.

### CalWORKS

The CalWORKS program will work with CWDB to identify ways to enhance case management activities for pregnant and parenting teens and youth by partnering with state agencies that specialize in serving those populations.

### Career Technical Education

The CDE, CCCO, and SBE will work with CWDB to utilize the Comprehensive Local Needs Assessment criteria under Perkins V to encourage greater alignment of a local eligible agency or institution with their local and regional workforce system, which is defined to include all required state and federal programs.

### Corrections Workforce Partnership

The CDCR, CALPIA, and CWDB will work to increase Local Board participation in Parole Offices and CDCR events as well as coordinate cross-training opportunities between CDCR, CALPIA, and Local Board staff.

#### Department of Child Support Services

The DCSS and CWDB will work with EDD to establish a data sharing agreement between DCSS and the Employment Development Department (EDD), which will allow DCSS to access CalJOBS<sup>SM</sup> data in order to facilitate referral tracking of parents' paying support who are enrolled in workforce programs.

After further engagement with our WIOA partners, the following information was added...

#### Title IV

DOR is focused on long-term career attainment based on an individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. All DOR consumers have the availability to access education, including advanced degrees and credentials, based on their employment goal.

To increase educational access for consumers, DOR will inform its counselors and consumers of local opportunities to obtain non-degree credentials, including certificates, industry certifications, apprenticeship certificates, and occupational licenses with Career Technical Education, workforce, and businesses to build an inclusive and skilled future workforce. DOR will also emphasize and support increased earn-and-learn opportunities for consumers including on-the-job training (OJT), paid work experiences, internships, and apprenticeships with businesses.

### H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

California believes that helping people obtain meaningful credentials can further regional prosperity and economic mobility. Many of California's initiatives focus on quality credentials, both by helping organizations to identify them and workers to earn them. The state needs all kinds of post-secondary credentials to be economically competitive, and to provide opportunities for the broadest possible array of Californians. The CWDB broadly defines these credentials as sub-baccalaureate credentials with demonstrable labor market value, including industry-recognized certificates, or certifications, or certificates of completion of apprenticeship, or professional licenses, recognized by California or the federal government. They also include industry-valued associate degrees that facilitate movement into either the labor market or longer-term educational programs aligned with the state's workforce needs.

California's strategy for improving credential attainment throughout the state is to require the RPUs to include "industry-valued post-secondary credential attainment" in the Regional Plans required by WIOA. Working with their planning partners, Local Boards are required to identify, develop, prioritize, service, and feed "regional sector pathway" programs in their RPUs. These programs should result in the attainment of industry-valued and recognized post-secondary credentials that are portable and aligned with regional workforce needs.

As a result, all Regional Plans are required to identify the following:

- The process used to determine industry-valued and recognized post-secondary credentials, including a description of the process taken to ensure that industry leads this discussion.
- The current industry-valued and recognized post-secondary credentials being emphasized in the Regional Plan and the process that will be used to ensure their relevance in subsequent years as labor markets change.
- The manner in which regional partners, including industry leaders, determined that the relevant credentials are actually industry valued.
- The relevant training and education providers providing the credentials.
- How the regional planning partners will establish regional goals for, and track attainment of, industry-recognized credentials produced in each region, including each Local Board's contribution, and the total contribution of industry-recognized credentials produced by the partners collectively in the RPU.

Additionally, Local Boards are required to improve access to activities leading to a recognized post-secondary credential, including a credential that is an industry-recognized certification that is portable and stackable. Quality credential programs are those that are:

- Accessible – Affordable and readily available at places and times convenient for working adults.
- Transparent – Clearly articulate costs and prerequisites and provide an accurate picture of what skills, knowledge and abilities are benchmarked by a given credential, as well as the value it carries in the labor market.
- Stackable – Operates as one of multiple manageable chunks that add up to a more substantial credential and do not require starting over at each new step.
- Portable – Transferable between organizations, regions, and educational institutions.
- Meaningful – Provides true value in the labor market.
- Connected – Is linked to a job or an educational pathway.

California plans to identify ways to track and evaluate how many industry recognized credentials are being produced in each of the RPUs and how these credentials relate to regional labor market needs, as well as regional sector priorities outlined in the Regional Plans.

## I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

California leads the nation in economic growth driven by responsible policy, research, innovation, and investment. While sectors of work are growing and transitioning, bringing ample opportunities for the development of good jobs, California needs a skilled workforce to fill these positions. California's workforce development system is committed to providing in-demand skills and training to connect workers with good jobs that provide worker advancement, stability, and predictability, and pay family-supporting wages.

The leadership from CWDB and the Governor's Office of Business and Economic Development (GO-Biz) meet on a regular basis to ensure California is developing clear economic and workforce development policy that identifies key growth industries, as well as promotes high-quality employment and economic security for workers, families, and communities.

California's Governor Gavin Newsom established a Future of Work Commission by signing Executive Order N-17-19 that is composed of leaders from technology, labor, business, education, and venture capital, amongst others. The Commission is jointly led by the Director of GO-Biz and the Secretary of Labor and Workforce Development, which establishes a meaningful and ongoing link between the workforce and economic development systems.

The overarching goal of the Future of Work Commission is to develop a new framework for California workers, based on an expansive vision for economic equity, which starts with work and jobs as the platform. The Commission's primary mission is to study, understand, analyze, and make recommendations regarding:

- The kinds of jobs Californians could have in the decades to come.
- The impact of technology on work, workers, employers, jobs, and society.
- Methods of promoting better job quality, wages, and working conditions through technology.
- Modernizing worker safety net protections.
- The best way to preserve good jobs, ready the workforce for jobs of the future through lifelong learning, and ensure prosperity for all.

The Commission is charged with looking at California's current state of jobs and work, what factors have created these conditions, the vision for work and jobs in the future, and how we can chart a path to reach that vision. The Commission has been tasked with making recommendations to help California leaders think through how to create inclusive, long-term economic growth, and ensure workers and their families share in that success.

After further engagement with our WIOA partners, the following information was added...

To ensure individuals with disabilities achieve employment and independent living, DOR coordinates economic development strategies such as:

- Identifying workforce trends by applying labor market information and establish partnerships with businesses, career technical education (CTE) and apprenticeship programs, and other resources and supports to prepare individuals with disabilities for employment.
- Partnering with local education agencies, post-secondary education and training programs, state and county-level programs and services, and community-based organizations to facilitate and develop wraparound supports that can help consumers maintain successful employment.
- Meeting with local business leaders from identified in-demand sectors, as determined by their local Regional Planning Unit, to develop working partnerships or establish initiatives that support hiring and/or recruitment of individuals with disabilities.
- Accessing and utilizing LMI, including, but not limited to, CalJOBS, World of Work Inventory, The Career Index Plus, Career Zone, and Careerinfo.net, to inform plans that help businesses meet their recruitment and talent needs.

## B. STATE OPERATING SYSTEMS AND POLICIES

### **Labor Market Information System**

The EDD's Labor Market Information Division (LMID) is the prime source of high quality and timely economic and workforce information in California. The LMID collects, analyzes, and publishes labor market data from a diverse state economy with more than 1.4 million employers and a civilian labor force of more than 19 million individuals.

Types of Labor Market Information available include:

- Unemployment rates, labor force, and industry employment by geography for California, metropolitan areas, counties, and sub-county areas.
- Detailed occupational information on California wages, employment outlook, educational and licensing requirements, and staffing patterns.
- Projections of employment for occupations and industries by geographic area.
- Labor force and unemployment rate interactive maps for counties and major cities by population size.
- Geographic information system maps and reports displaying labor market relationships, patterns, and trends.
- Dynamic economic indicator visualizations that provide up-to-date data and trends on the state and local labor markets.
- Veteran's employment statistics including labor force trends, unemployment rates, and other key statistics for the state.
- Customized reports, data runs, technical assistance, training, and geographic analyses and maps.
- Historical civilian employment and unemployment data.
- Current statewide and county population data by race/ethnicity, income, gender, and more.
- Interactive Labor Market Supply and Demand Tool broken down by RPU.

Current uses of Labor Market Information include:

- Business and financial forecasting.
- Economic development and human resource planning.
- Monitoring labor force, industry, and economic trends.
- Planning and development of training programs.
- Career exploration, employer look up, and job search links.
- Geographic planning for industry and business expansion.
- Local labor market research.
- Occupational skills and qualifications identification.

## **Job Bank**

The CalJOBS<sup>SM</sup> system is California's online resource to help job seekers and employers navigate the state's workforce services. The system allows users to easily search for jobs, build resumes, access career resources, find qualified candidates, and gather information on education and training programs. Most Unemployment Insurance (UI) customers are required to register for a CalJOBS<sup>SM</sup> account, and post a resume.

The system enables job seekers to:

- Create and upload multiple versions of their resume tailored to specific jobs or careers paths.
- Customize and conduct job searches.
- Set up alerts for job openings.
- Apply for job openings.
- Research employers.
- Make customized resumes viewable to employers.
- Use a mobile application available on the Apple App Store or Google Play.

The system enables employers to:

- Post job openings.
- Browse resumes.
- Keep their candidate search organized.
- Expand their search to find qualified candidates for their companies.

## **Case Management, Data Collection, and Reporting Systems**

### Title I and Title III

In addition to its job bank and labor exchange roles, CalJOBS<sup>SM</sup> provides a unified and streamlined intake and case management system that enables co-enrollment across programs, while reducing the duplication of services provided to AJCC clients. The system currently serves as California's case management system for the following programs:

- Title I Adult
- Title I Dislocated Worker
- Title I Youth
- Title III Wagner-Peyser
- Jobs for Veterans State Grant
- Trade Adjustment Assistance
- National Dislocated Worker Grant
- National Farmworker Jobs Program

CalJOBS<sup>SM</sup> also houses California's Eligible Training Provider List (ETPL), which supports customer-focused employment training for adults and dislocated workers. Individuals interested in training opportunities can search the California ETPL through the link available on the CalJOBS<sup>SM</sup> homepage.

Additionally, the CalJOBS<sup>SM</sup> system serves as the official system of record for federally required data for the following programs:

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- Jobs for Veterans State Grant.
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## Title II

The CDE Adult Education Office (AEO) provides assessment and accountability services for the Title II program through TOPSpro Enterprise. TOPSpro Enterprise is a database designed to accurately measure progress, mastery of skills, and competencies needed to both complete, and advance one or more Educational Functioning Levels (EFL). It automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports.

Features of the data system and relevant processes include the following:

- TOPSpro Enterprise is used to collect and report all student progress and outcome measures, and for collecting information for federal and state annual reporting.
- The system provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction for continuous program improvement.
- The local data is submitted quarterly and annually to the CDE for monitoring and aggregation into state and federal reports.
- TOPSpro Enterprise records each student's goals on entering a class, as well as their educational outcomes.
- Assessment may be formal (e.g., a written test), or informal (e.g., teacher observation of student performance through a check competencies mastered).

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition (ELA), Adult Secondary Education (ASE), and Adult Basic Education (ABE). The data collection process begins with program staff at agencies funded by the Adult Education Family Literacy Act (AEFLA) inputting the data on a daily basis at each site during the program year. Each week the data collected from AEFLA funded agencies is aggregated at a statewide level. The annual data aggregation and data validation begins August 1st of each year.



The purpose of the annual data aggregation and validation process is to compile state and federal year-end reports due annually, by October 1st.

Performance measures include all elements in the federal National Reporting System (NRS) reports, including enrollment, attendance hours, completion and advancement of one or more levels, separation before completion, and persistence within a level, attainment of a secondary school diploma or its recognized equivalent, and job placement or retention, and transition into postsecondary education or training.

The CDE also conducts an annual comprehensive qualitative program survey. This survey is required of all participating agencies and involves practitioner focus groups and interviews of both teachers and students. The results provide recommendations for state level planning and development activities, identifies best practices and emerging needs, and helps focus professional development and training to ensure effective instructional programs for targeted populations.

#### Title IV

The DOR utilizes a case management system known as the Accessible Web-Based Activity Reporting Environment (AWARE). In addition to WIOA data reporting, the AWARE system has a financial component utilized for federal reporting requirements. The system contains consumer data, case notes, and information regarding goods/services for consumers.

Data are collected and inputted in-house by vocational rehabilitation (VR) staff located statewide in 13 geographic districts. The DOR continues to train staff on the current processes, and new processes as needed, and use AWARE to collect WIOA data. State VR systems/agencies collect and report summary data in a federally mandated format called the Rehabilitation Services Administration (RSA) Case Service Report. The RSA-911 report is submitted quarterly for the preceding quarter of the fiscal year by each state's vocational rehabilitation agency.

The RSA-911 report contains a record for each participant, including VR applicants and students with disabilities receiving pre-employment transition services. It is feasible that a participant may appear more than once in one year, if their case was opened on two or more separate occasions. The federal RSA-911 report aggregates many variables of outcomes-related information, including demographics, disability, interventions, and reason for closure, employment status, sources of financial support, and more. The values of certain fields (e.g. income, hours worked per week, etc.) are reported both status at application and status at closure.

Additionally, RSA-911 quarterly data is consolidated into the annual WIOA Statewide and Local Performance Report (ETA 9169), submitted by October 1 of each year to RSA; this annual report includes five additional, computed data elements related to program performance measures and expenditures for that preceding federal program year.

The RSA assesses the quality, and effectiveness of DOR outcome-related information in relation to the State performance accountability measures described in WIOA Section 116(b), and coordinates guidance and technical assistance to the department to initiate and monitor program improvements. The DOR also uses the information from the quarterly and annual reports internally to self-assess performance and develop strategic initiatives.

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF-

#### **Labor Market Information System**

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- Occupational skills and qualifications identification.

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The system enables job seekers to:

- Create and upload multiple versions of their resume tailored to specific jobs or careers paths.
- Customize and conduct job searches.
- Set up alerts for job openings.
- Apply for job openings.
- Research employers.
- Make customized resumes viewable to employers.
- Use a mobile application available on the Apple App Store or Google Play.

The system enables employers to:

- Post job openings.
- Browse resumes.
- Keep their candidate search organized.
- Expand their search to find qualified candidates for their companies.

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### Title I and Title III

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Features of the data system and relevant processes include the following:

- TOPSpro Enterprise is used to collect and report all student progress and outcome measures, and for collecting information for federal and state annual reporting.
- The system provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction for continuous program improvement.
- The local data is submitted quarterly and annually to the CDE for monitoring and aggregation into state and federal reports.
- TOPSpro Enterprise records each student's goals on entering a class, as well as their educational outcomes.
- Assessment may be formal (e.g., a written test), or informal (e.g., teacher observation of student performance through a check competencies mastered).

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school diploma or its recognized equivalent, and job placement or retention, and transition into postsecondary education or training.

The CDE also conducts an annual comprehensive qualitative program survey. This survey is required of all participating agencies and involves practitioner focus groups and interviews of both teachers and students. The results provide recommendations for state level planning and development activities, identifies best practices and emerging needs, and helps focus professional development and training to ensure effective instructional programs for targeted populations.

#### Title IV

The DOR utilizes a case management system known as the Accessible Web-Based Activity Reporting Environment (AWARE). In addition to WIOA data reporting, the AWARE system has a financial component utilized for federal reporting requirements. The system contains consumer data, case notes, and information regarding goods/services for consumers.

Data are collected and inputted in-house by vocational rehabilitation (VR) staff located statewide in 13 geographic districts. The DOR continues to train staff on the current processes, and new processes as needed, and use AWARE to collect WIOA data. State VR systems/agencies collect and report summary data in a federally mandated format called the Rehabilitation Services Administration (RSA) Case Service Report. The RSA-911 report is submitted quarterly for the preceding quarter of the fiscal year by each state's vocational rehabilitation agency.

The RSA-911 report contains a record for each participant, including VR applicants and students with disabilities receiving pre-employment transition services. It is feasible that a participant may appear more than once in one year, if their case was opened on two or more separate occasions. The federal RSA-911 report aggregates many variables of outcomes-related information, including demographics, disability, interventions, and reason for closure, employment status, sources of financial support, and more. The values of certain fields (e.g. income, hours worked per week, etc.) are reported both status at application and status at closure.

Additionally, RSA-911 quarterly data is consolidated into the annual WIOA Statewide and Local Performance Report (ETA 9169), submitted by October 1 of each year to RSA; this annual report includes five additional, computed data elements related to program performance measures and expenditures for that preceding federal program year.

The RSA assesses the quality, and effectiveness of DOR outcome-related information in relation to the State performance accountability measures described in WIOA Section 116(b), and coordinates guidance and technical assistance to the department to initiate and monitor program improvements. The DOR also uses the information from the quarterly and annual reports internally to self-assess performance and develop strategic initiatives.

#### **Labor Market Information System**

The EDD's Labor Market Information Division (LMID) is the prime source of high quality and timely economic and workforce information in California. The LMID collects, analyzes, and publishes labor market data from a diverse state economy with more than 1.4 million employers and a civilian labor force of more than 19 million individuals.

Types of Labor Market Information available include:

- Unemployment rates, labor force, and industry employment by geography for California, metropolitan areas, counties, and sub-county areas.
- Detailed occupational information on California wages, employment outlook, educational and licensing requirements, and staffing patterns.
- Projections of employment for occupations and industries by geographic area.
- Labor force and unemployment rate interactive maps for counties and major cities by population size.
- Geographic information system maps and reports displaying labor market relationships, patterns, and trends.
- Dynamic economic indicator visualizations that provide up-to-date data and trends on the state and local labor markets.
- Veteran's employment statistics including labor force trends, unemployment rates, and other key statistics for the state.
- Customized reports, data runs, technical assistance, training, and geographic analyses and maps.
- Historical civilian employment and unemployment data.
- Current statewide and county population data by race/ethnicity, income, gender, and more.
- Interactive Labor Market Supply and Demand Tool broken down by RPU.

Current uses of Labor Market Information include:

- Business and financial forecasting.
- Economic development and human resource planning.
- Monitoring labor force, industry, and economic trends.
- Planning and development of training programs.
- Career exploration, employer look up, and job search links.
- Geographic planning for industry and business expansion.
- Local labor market research.
- Occupational skills and qualifications identification.

## **Job Bank**

The CalJOBS<sup>SM</sup> system is California's online resource to help job seekers and employers navigate the state's workforce services. The system allows users to easily search for jobs, build resumes, access career resources, find qualified candidates, and gather information on education and training programs. Most Unemployment Insurance (UI) customers are required to register for a CalJOBS<sup>SM</sup> account, and post a resume.

The system enables job seekers to:

- Create and upload multiple versions of their resume tailored to specific jobs or careers paths.
- Customize and conduct job searches.
- Set up alerts for job openings.
- Apply for job openings.
- Research employers.
- Make customized resumes viewable to employers.
- Use a mobile application available on the Apple App Store or Google Play.

The system enables employers to:

- Post job openings.
- Browse resumes.
- Keep their candidate search organized.
- Expand their search to find qualified candidates for their companies.

## **Case Management, Data Collection, and Reporting Systems**

### Title I and Title III

In addition to its job bank and labor exchange roles, CalJOBS<sup>SM</sup> provides a unified and streamlined intake and case management system that enables co-enrollment across programs, while reducing the duplication of services provided to AJCC clients. The system currently serves as California's case management system for the following programs:

- Title I Adult
- Title I Dislocated Worker
- Title I Youth
- Title III Wagner-Peyser
- Jobs for Veterans State Grant
- Trade Adjustment Assistance
- National Dislocated Worker Grant
- National Farmworker Jobs Program

CalJOBS<sup>SM</sup> also houses California's Eligible Training Provider List (ETPL), which supports customer-focused employment training for adults and dislocated workers. Individuals interested in training opportunities can search the California ETPL through the link available on the CalJOBS<sup>SM</sup> homepage.

Additionally, the CalJOBS<sup>SM</sup> system serves as the official system of record for federally required data for the following programs:

- Title I Adult.

- Title I Dislocated Worker.
- Title I Youth.
- Title III Wagner-Peyser.
- Jobs for Veterans State Grant.
- Trade Adjustment Assistance.
- National Dislocated Worker Grant.

## Title II

The CDE Adult Education Office (AEO) provides assessment and accountability services for the Title II program through TOPSpro Enterprise. TOPSpro Enterprise is a database designed to accurately measure progress, mastery of skills, and competencies needed to both complete, and advance one or more Educational Functioning Levels (EFL). It automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports.

Features of the data system and relevant processes include the following:

- TOPSpro Enterprise is used to collect and report all student progress and outcome measures, and for collecting information for federal and state annual reporting.
- The system provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction for continuous program improvement.
- The local data is submitted quarterly and annually to the CDE for monitoring and aggregation into state and federal reports.
- TOPSpro Enterprise records each student's goals on entering a class, as well as their educational outcomes.
- Assessment may be formal (e.g., a written test), or informal (e.g., teacher observation of student performance through a check competencies mastered).

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition (ELA), Adult Secondary Education (ASE), and Adult Basic Education (ABE). The data collection process begins with program staff at agencies funded by the Adult Education Family Literacy Act (AEFLA) inputting the data on a daily basis at each site during the program year. Each week the data collected from AEFLA funded agencies is aggregated at a statewide level. The annual data aggregation and data validation begins August 1st of each year. The purpose of the annual data aggregation and validation process is to compile state and federal year-end reports due annually, by October 1st.

Performance measures include all elements in the federal National Reporting System (NRS) reports, including enrollment, attendance hours, completion and advancement of one or more levels, separation before completion, and persistence within a level, attainment of a secondary school diploma or its recognized equivalent, and job placement or retention, and transition into postsecondary education or training.

The CDE also conducts an annual comprehensive qualitative program survey. This survey is required of all participating agencies and involves practitioner focus groups and interviews of



both teachers and students. The results provide recommendations for state level planning and development activities, identifies best practices and emerging needs, and helps focus professional development and training to ensure effective instructional programs for targeted populations.

#### Title IV

The DOR utilizes a case management system known as the Accessible Web-Based Activity Reporting Environment (AWARE). In addition to WIOA data reporting, the AWARE system has a financial component utilized for federal reporting requirements. The system contains consumer data, case notes, and information regarding goods/services for consumers.

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The RSA assesses the quality, and effectiveness of DOR outcome-related information in relation to the State performance accountability measures described in WIOA Section 116(b), and coordinates guidance and technical assistance to the department to initiate and monitor program improvements. The DOR also uses the information from the quarterly and annual reports internally to self-assess performance and develop strategic initiatives.

## **2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM**

### **Co-Enrollment and Common Intake**

As outlined in, Workforce Services Directive WSD19-09, California encourages planning across multiple partner programs to ensure alignment in service delivery and leveraging of resources for maximum benefit to WIOA participants. Co-enrollment is a means to establish effective partnerships across WIOA core programs and other workforce providers, including community-based organizations to provide a mix of services to individuals to meet their employment, education, and training needs.

Through the use of strategic co-enrollment, workforce partners can maximize resources and better align services with the career pathways and sector strategies at the core of our delivery model. Career pathways allow for individuals to succeed in an environment that accounts for their current abilities and skill levels and provides them with an appropriate service structure to advance, not just within an individual job, but within an occupation or occupational cluster. In order to effectively promote and develop career pathways and sector strategies, workforce partners must work together to ensure a customer-centered approach with strategic co-enrollment as a key strategy to service delivery that best benefits the participant.

A statewide co-enrollment workgroup was established to gather various WIOA partner programs' intake forms, which were then consolidated into one document by Hanover Research. The co-enrollment workgroup adopted this document as the starting point for a statewide workforce common intake form. To operationalize the form, an electronic common intake form that interacted with the partner programs' independent systems was created.

California is exploring ways to electronically share common data elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other program partners. The intent would be to assist job seekers by reducing the burden of providing the same common items to multiple agencies (if receiving services from multiple programs), streamline data collection for staff, and assist programs with identifying potentially eligible individuals.

### **Memorandum of Understanding Cost Sharing**

As outlined in Workforce Services Directive WSD18-12, each AJCC partner that carries out a program or activities within the AJCC must use a portion of their funds to help maintain the AJCC delivery system which includes contributing a proportionate payment of the AJCC infrastructure costs. Local Boards and their AJCC partners must establish Infrastructure Funding Agreements (IFA) as a vehicle for determining the amount each partner owes. When determining each partner's proportionate share, Local Boards are required to remain in compliance with the federal statute that authorizes each partner's program as well as Title 2 Code of Federal Regulations (CFR) Part 200 which outline the uniform administrative requirements, cost principles, and audit requirements for federal awards.

#### **Establishing IFAs**

In order to best meet the needs of the Local Workforce Development Area (Local Area), California provides flexibility to Local Boards and their partners on whether they want to use individual IFAs, a network IFA, or a combination of individual and network IFAs. Developing a combined budget based on a network of AJCCs may make financing infrastructure costs among partners easier since it does not require each partner to contribute to each individual AJCC, so long as each partner's total contribution is still equal to their overall proportionate share of all the AJCCs in the Local Area. However, combining budgets cannot change the distribution of costs in any way, costs must be still attributable to each partner equally, and in accordance with the agreed upon cost sharing methodology.

The Local Board and partners can start the IFA negotiations by determining the budget for every AJCC within the Local Area. This will allow all partners to see where, and what kind of money is being spent throughout the Local Area. The IFA budget includes, but is not limited to, all non-personnel costs that are necessary for the physical operation of the AJCC such as: rent, utilities and maintenance, equipment, technology, and non-marketing common identifier expenses. In addition, every AJCC infrastructure budget must also have an "Access and Accommodation" line item for ensuring physical and programmatic access to the AJCC by individuals with disabilities. The budgets must contain descriptions of the specific costs

grouped under each line item. Local Boards may consolidate and/or break out line items as best fits with their individual area budgets and cost allocation methodology.

#### Determining Benefit Received by Partners

Local Boards must first determine whether an AJCC partner is receiving benefit from the AJCC or system. If a benefit is received, the AJCC partner's proportionate share of infrastructure costs must be calculated in accordance with Title 2 CFR Part 200 and based on a reasonable cost allocation methodology. All costs must be allowable, reasonable, necessary, and allocable as required by WIOA Joint Final Rule Section 678.715.

Partners who are physically collocated in the AJCC(s), whether full-time or part-time, are considered to receive a direct benefit that is allocable; therefore, they must contribute their proportionate share towards the infrastructure costs. Partners who are not physically collocated in the AJCC may also be receiving benefit from the AJCC system. However, that benefit must be clearly identified and allocable by way of reliable data and a cost methodology that demonstrates the partner's usage of and benefit from the center and its services.

#### Cost Allocation Methodology

After creating an IFA for each individual AJCC or for the local network of AJCCs, and determining if benefit is received by each partner, the Local Board must select a cost allocation methodology to identify the proportionate share of infrastructure costs each partner will be expected to contribute. Any cost allocation methodology selected must adhere to the following:

- Be consistent with the federal laws authorizing each partner's program (including any local administrative cost requirements).
- Comply with federal cost principles in the Title 2 CFR Part 200.
- Include only costs that are allowable, reasonable, necessary, and allocable to each program partner.
- Be based on the proportionate use and benefit received by each partner.

#### Other One-Stop Delivery System Costs

In addition to jointly funding infrastructure costs, AJCC partners must use a portion of funds made available under their authorizing federal statute (or fairly evaluated in-kind contributions) to pay the additional costs relating to the operation of the One-Stop delivery system. These costs may be shared through cash, non-cash, or third-party in-kind contributions as outlined in WIOA Joint Rule Section 678.760. All comprehensive, affiliate, and specialized AJCCs must include another system costs budget as part of their MOU. The other system costs budget must include applicable career services, and may include any other shared services that are authorized for and commonly provided through the AJCC partner programs to any individual, such as initial intake, assessment of needs, appraisal of basic skills, identification of appropriate services to meet such needs, referrals to other partners, and business services. Shared operating costs may also include shared costs related to the Local Board's functions.

#### Establishing Other System Costs Budgets

The other system costs budget must be a consolidated budget that includes a line item for applicable career services. The MOU requires identifying the career services that were applicable to each partner program. Accordingly, this budget must include each of the partner's

costs for the service delivery of each applicable career service and a consolidated system budget for career services applicable to more than one partner.

The budget may also include shared services, which have been agreed upon by all partners, which are authorized for and may be commonly provided through the One-Stop system. Examples of these types of services include, but are not limited to, the following:

- Initial intake, assessment of needs, appraisal of basic skills, identification of appropriate services to meet such needs, and referrals to other AJCC partners. This may include costs such as technology and tools that increase integrated service delivery through the sharing of information and service delivery processes.
- Business services. This may include costs related to a local or regional system business services team that has one or more partners on the team or has delegated a specific partner to provide business services on behalf of the system.
- AJCC partner staff cross training. This may include any staff cross training on partner programs and eligibility identified in the shared services and/or shared customers portion of the MOU.
- One-Stop operator. This may include the system role of the One-Stop operator (e.g., coordinating service providers across the One-Stop delivery system) when the role is not specific to the operation of the AJCC and/or specific partner programs, so long as the role was defined by the Local Board in the procurement process and agreed to by all AJCC partners in the MOU.
- Shared personnel (and other non-infrastructure costs) for collocated partners. This may include AJCC receptionists and/or AJCC managers.

#### Timeline for Updates

Every MOU must contain an assurance that they will be reviewed and updated at least every three years. It is also required that the IFAs and Other System Costs Budgets be reviewed annually and if any substantial changes have occurred, be amended. The reviews should be ensuring accurate, up-to-date information regarding funding, delivery of services, additional partners, and any changes in the signatory official of the Local Board, Chief Elected Official, or AJCC partners.

### 3. STATE PROGRAM AND STATE BOARD OVERVIEW

#### A. STATE AGENCY ORGANIZATION

**Please note, due to technological constraints while teleworking because of the COVID-19 pandemic, we are unable to resize the images below to be compatible with the DOL portal. To address visibility concerns, alternate pdf files of the organizational charts will be emailed to our DOL Federal Project Officer.**

#### California Workforce Development Board

The California Workforce Development Board (CWDB) is the Governor's agent for the development, oversight, and continuous improvement of California's workforce investment system. The members of the CWDB, which consist primarily of representatives from businesses, labor organizations, educational institutions, and community organizations, assist the Governor in designing a statewide plan and establishing appropriate program policy. The CWDB reports to the Governor through the Chair of the CWDB, Secretary for the Labor and Workforce

**CALIFORNIA WORKFORCE DEVELOPMENT BOARD**

**ORGANIZATIONAL CHART**  
ARJW 401

Ten Pinney, Executive Director  
Date: February 28, 2020

**California Workforce Development Board**  
Executive Director

**Current**

**Chief Deputy Directors**

**Associate Governmental Program Analyst**

**Program Implementation & Regional Support Branch**  
Deputy Director

**Policy, Research and Legislation Branch**  
Deputy Director

**High Needs Field Branch**  
Deputy Director

**Policy Implementation & Administrative Support Branch**  
Staff Services Manager II

**Greenhouse Gas Reduction**  
Staff Services Manager II

**High Speed Rail, Transportation**  
Staff Services Manager I  
Associate Governmental Program Analyst  
Associate Governmental Program Analyst  
Staff Services Analyst

**High Speed Construction Issues**  
Staff Services Manager I  
Associate Governmental Program Analyst  
Associate Governmental Program Analyst  
Associate Governmental Program Analyst

**Special Population**  
Staff Services Manager II  
Staff Services Manager I (Specialist)  
**Domestic Violence AB 1171**  
Staff Services Manager I  
Associate Governmental Program Analyst  
Associate Governmental Program Analyst  
Associate Governmental Program Analyst  
**Wild Intervention Team**  
Staff Services Manager I  
Associate Governmental Program Analyst  
Staff Services Analyst  
Associate Governmental Program Analyst

**State Plan & Policy**  
Staff Services Manager II  
Staff Services Manager I (Specialist)  
Staff Services Manager I (Specialist)  
Staff Services Manager I (Specialist)  
Research Data Specialist II  
Research Data Analyst II  
Research Data Analyst II  
Research Data Analyst II

**California Transit Issues**  
Consultant  
Consultant  
Consultant  
Information Technology Associate  
Information Technology Specialist I

**Connections Workforce Partnership Team**  
Staff Services Manager II  
Staff Services Manager I (Specialist)  
Research Data Specialist II  
Research Data Specialist II  
Research Data Analyst II

**High Needs Field Team**  
Staff Services Manager II  
Staff Services Manager I (Specialist)  
Staff Services Manager I (Specialist)  
Staff Services Manager I (Specialist)  
Research Data Analyst II  
Research Data Analyst II  
Associate Governmental Program Analyst

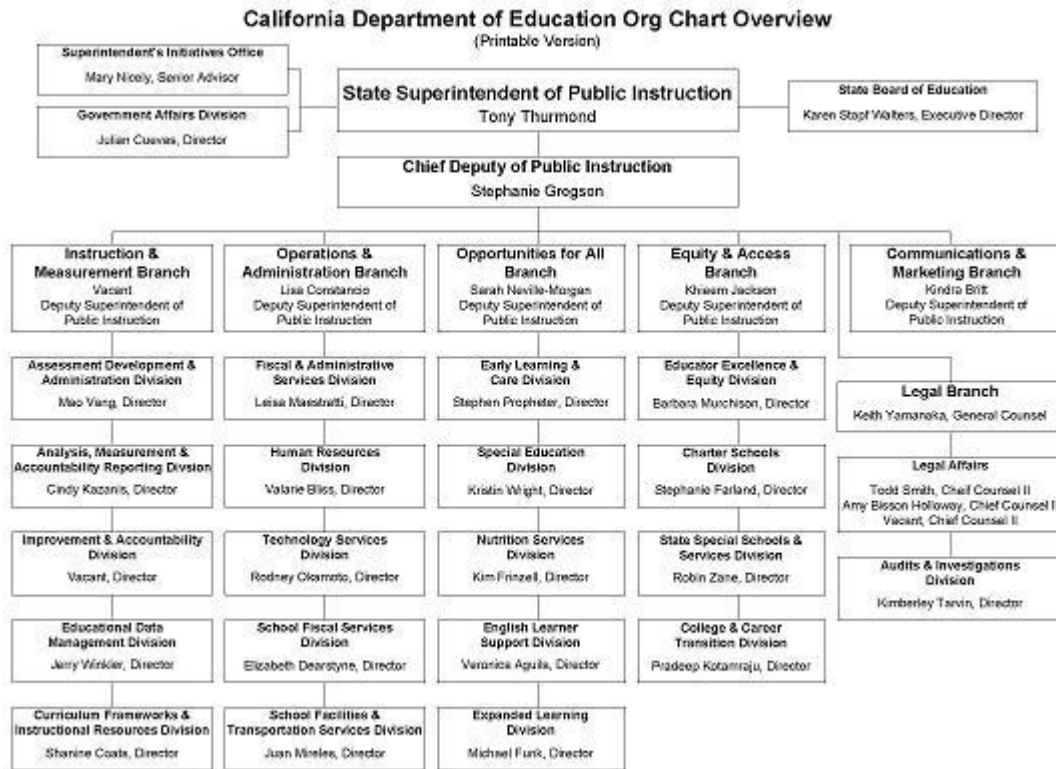
**Information Technology Specialist I**  
Research Data Specialist II

**Finance & Business Services Team**  
Staff Services Manager I  
Associate Governmental Program Analyst  
Associate Governmental Program Analyst  
Associate Budget Analyst

**Communications & Personnel Team**  
Staff Services Manager I  
Associate Governmental Program Analyst  
Associate Governmental Program Analyst  
Associate Governmental Program Analyst  
Associate Governmental Program Analyst  
Office Technician

The Employment Development Department (EDD) administers WIOA Title I, Wagner Peyser, Labor Market Information Division, Disability Insurance, Paid Family Leave, Unemployment Insurance (UI), Trade Adjustment Assistance, and the Jobs for Veterans State Grant, among other programs. EDD is also California's major tax collection agency, administering the audit and collection of payroll taxes and maintaining the employment records for more than 17 million California workers. One of the largest departments in state government, handling over \$90 billion annually, EDD has nearly 7,300 employees providing services at more than 200 locations throughout the state.





\*An accessible list version of this org chart can be found at <http://www.cde.ca.gov/re/ti/or/overview.asp>

## State Board of Education

The State Board of Education (SBE) is the K-12 policy-making body for academic standards, curriculum, instructional materials, assessments and accountability. The SBE adopts instructional materials for use in grades kindergarten through eight. The SBE also adopts regulations to implement a wide variety of programs created by the Legislature, such as charter schools, and special education. In addition, the SBE has the authority to grant local education agency requests for waivers of certain provisions of the state Education Code, and acts on petitions to unify or reorganize school district boundaries. Finally, the SBE is officially the designated “State Education Agency” that is charged with providing policy guidance to the state and local education agencies regarding federal education policies and programs such as the Elementary and Secondary Education Act, the Strengthening Career and Technical Education for the 21st Century Act (referred to as Perkins V), WIOA, and the Individuals with Disabilities Education Act.

SBE Member and Staff Webpage

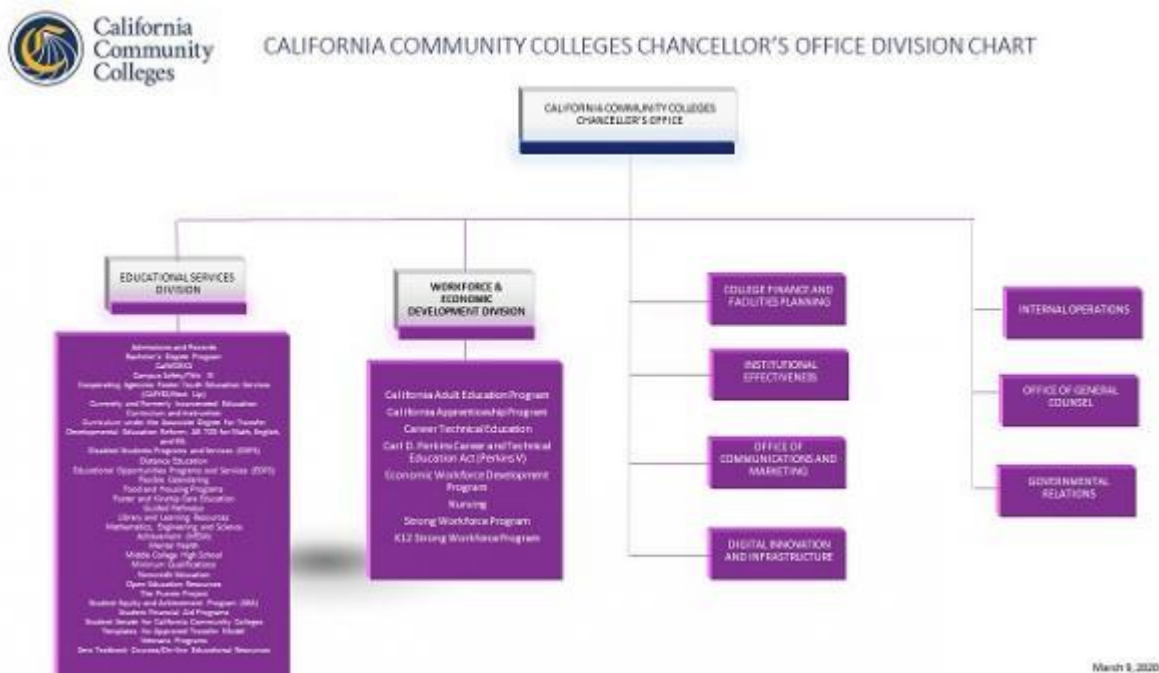
## SBE Staff

Staff members and contact information of the California State Board of Education office.

- Karen Stapf Walters, Executive Director
- Judy M. Cias, Chief Counsel
- Patricia de Cos, Deputy Executive Director
- David Sapp, Deputy Policy Director & Assistant Legal Counsel
- Vacant, Director of Policy and Legislation
- Janet Weeks, Director of Communications
- Carolyn Pfister, Education Administrator I
- Laila Fahimuddin, Policy Consultant
- Sara Pietrowski, Policy Consultant
- Pamela Castleman, Education Programs Consultant
- Amy Bubbico, Staff Services Manager I
- Lisa Hopkins, Staff Services Analyst
- Malia Gonsalves, Staff Services Analyst

## California Community Colleges

California Community Colleges' Chancellor's Office (CCCCO) is the state agency for providing administration and direction for the California Community Colleges (CCC) postsecondary CTE programs, including the apprenticeship and the adult education programs. The Workforce and Economic Development Division (WEDD), within the CCCCCO, is responsible for administration and program oversight of postsecondary CTE programs, including the apprenticeship, the adult education programs, and Perkins V. The Division's portfolio consists of the Strong Workforce Program, California Adult Education Program, California Apprenticeship Initiative, Nursing, and the Economic Workforce Development Program.



## Department of Rehabilitation

The mission of Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent



**Revised 01/02/2020**

**DEPARTMENT OF REHABILITATION**

**Reporting Structure**

**Office of the Director**  
 Director (Example)  
 (01)

**Office of Civil Rights (CR)**  
 Sherman Coleman  
 (01)

**Audit Services (21)**  
 Kerry Barr  
 Sign Night Auditor

**Strategic Initiatives Office (SIO)**  
 (21)  
 Executive Advisor (Example)

**Key Initiatives**  
 Chief Deputy Director (Example)  
 (01)

**Legislation & Communications (L&C)**  
 Joanna Nakagawa  
 Deputy Director (Example)

**Legal Affairs & Regulation (LAR)**  
 Mediation & Fair Hearing (02)  
 AND Study  
 Chief Counsel (02)

**Divisional Rehabilitation Policy & Resources (DPR)**  
 State Welfare Module  
 Deputy Director (CEA II)

**Divisional Rehabilitation Employment Division (DRE)**  
 Mark Schuyler  
 Deputy Director (CEA II)

**Specialized Services, Blind & Visually Impaired and Deaf & Hard of Hearing Division (DSD)**  
 Deputy Director (Example)

**Independent Living & Community Access Division (ICAD)**  
 Victor Chase  
 Deputy Director (Example)

**Administrative Services Division (ASD)**  
 Arndt Spohn  
 Deputy Director (CEA II)

**Information Technology Services Division (ITSD)**  
 Jon Kohnen-GG  
 Deputy Director (CEA II)

**Information Security & Privacy Office (ISPO)**  
 (01)  
 If Supervisor II

**Laboratory & Community Services (LCS)**  
 Deputy Director (CEA II)

**VR Support Branch (SR)**  
 Jessica Davis  
 Assistant Deputy Director (CEA II)

**VR Support Branch (SR)**  
 Lorian Peltz  
 (01)

**Workforce Development (WRD)**  
 Michelle Abbott  
 (01)

**Regional English Branch (REB)**  
 David Geyer  
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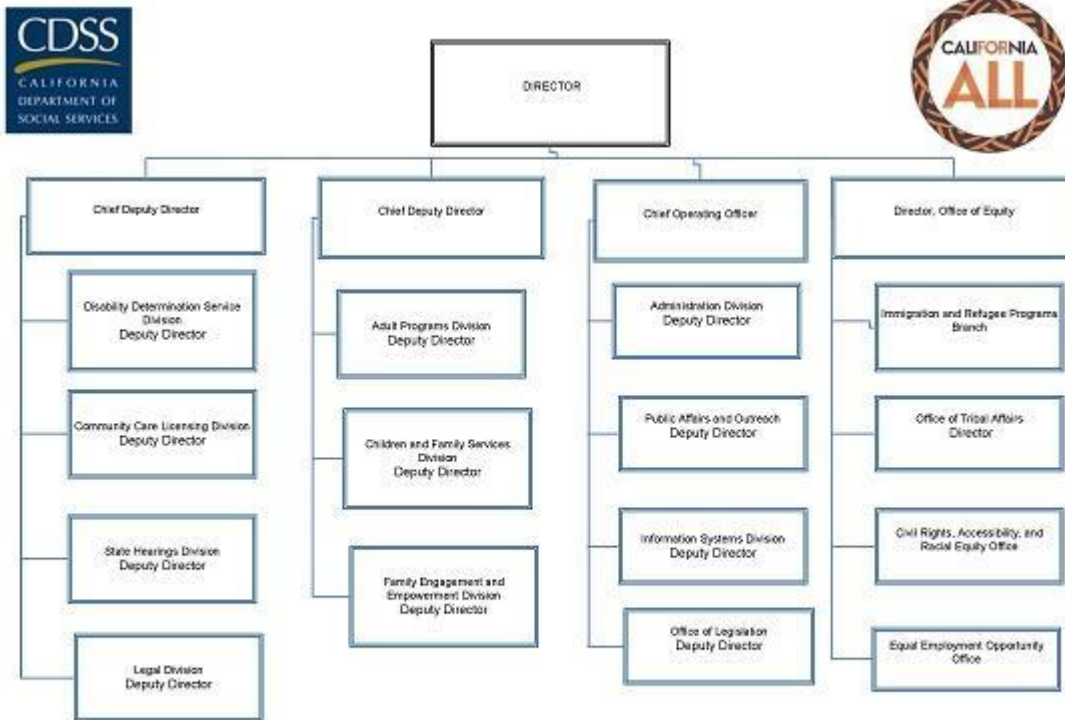
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**VR Support Branch (SR)**  
 Lorian Peltz

The Department of Social Services (DSS) administers a number of human services programs that provide a variety of benefits to the state's residents. These include income maintenance for the aged, blind, or disabled; cash assistance and employment services for low-income families with children; protecting children from abuse and neglect; and providing home care workers who assist the aged and disabled in remaining in their own homes. By managing and funding its programs, the objectives of DSS are carried out through the 4,200 employees located in 51 offices throughout the state, the 58 county welfare departments, offices and a host of community-based organizations.



## B. STATE BOARD

The Governor appoints CWDB members, which consist primarily of representatives from businesses, labor organizations, educational institutions, and community organizations. The CWDB assists the Governor in designing a statewide plan and establishing appropriate program policy. To effectively implement this plan the State workforce structure includes 14 RPUS and 45 Local Areas.

Each of the state's 45 Local Areas are designated by the Governor and administer WIOA services. Factors that are considered in designating these Local Areas include geographic location, population, as well as the existing labor market areas and regional economic development areas in the state.

The Chief Elected Official of each Local Area appoints a Local Board with a local membership similar to the CWDB. The Local Board develops and implements strategies for meeting the employment and skill needs of workers, job seekers, and employers. The Local Board is responsible for overseeing service delivery through the AJCC system.

The AJCCs are a main entry point for the state workforce development system. The AJCC partners are jointly responsible for workforce and economic development, educational, and other human service programs. Therefore, collaboration is essential to establishing a quality-focused, employer-driven, and customer-centered system.

Every Local Area must have at least one comprehensive AJCC that provides universal access to the full range of employment services, training and education, employer assistance, etc. In other words, a comprehensive AJCC is a physical location where job seekers and employers have access to the programs, services, and activities of all the required AJCC partners.

## I. MEMBERSHIP ROSTER

Dr. I. Angelov Farooq, Chair

Owner - AVM Innovation Consulting, LLC

Kamyar Amiri-Davani

Vice President - Outclick Media

Mark Arabo

President and CEO - Refined Management

Josh Becker

Chief Executive Officer - Lex Machina

Robert Beitcher

President and Chief Executive Officer - Motion Picture and Television Fund

John Brauer

WED Executive Director - California Federation of Labor

Jerome Butkiewicz

San Diego Gas and Electric

Hon. Anna Caballero

California State Senator, District 12

Bill Camp

Executive Board - Sacramento Labor Council

Jamil Dada

Senior Financial Manager - Provident Bank-Riverside County Branches

Lee Ann Eager

President/CEO - Fresno County Economic Development Corporation

Diane Factor

Director - Worker Education and Resource Center (SEIU 721)

Dean Fealk

Partner & Co-Chair, International Labor and Employment practice, DLA Piper

Larry Frank

President - Los Angeles Trade-Technical College

Michael Gallo

President and Chief Executive Officer - Kelly Space and Technology, Inc.

Mark Ghaly, M.D., M.P.H.

Secretary - California Health and Human Services Agency

Jason Haider

Founder - Xenco Medical

Sharon Hilliard

Director - Employment Development Department

Chris Hill

Chief Strategy Officer - Mycotoo, Inc.

Gary King

Chief Workforce Officer - Sacramento Municipal Utility District

Stephen Levy

Director and Senior Economist - Center for Continuing Study of the California Economy

Hon. Connie Leyva

California State Senator, District 20

Hilary D. Lentini

President and Chief Executive Officer - Lentini Design and Marketing, Inc.

Laura Long

Director of National Workforce Planning and Development - Kaiser Permanente

James Mangia

President and Chief Executive Officer - St. John's Well Child and Family Center

Rebecca Miller

Workforce Director - SEIU United Healthcare Workers-West (UHW)

Stephen Monteros

Vice President of Operations and Strategic Initiatives - SIGMAnet

Lisa Mortenson

Chief Executive Officer - American Biodiesel Inc. dba Community Fuels

Hon. Kevin Mullin

Representative - California State Assembly

Eloy Ortiz Oakley

Chancellor - California Community Colleges

Robert Redlo

Consultant - Doctors Medical Center

Nicole Rice

Policy Director - Government Relations, California Manufacturing Technology Association

Charles Riojas

Secretary-Treasurer - Fresno, Madera, Tulare, Kings Building Trades Council

Hon. Rudy Salas

Representative - California State Assembly

Alma Salazar

Vice President for Education and Workforce Development - Los Angeles Chamber of Commerce

Fabrizio Sasso

Executive Director - Sacramento Labor Council

Avin Sharma

Director of Labor Relations and Workforce Development, Port of Los Angeles, City of Los Angeles

Jeremy Smith

Deputy Legislative Director - State Building and Construction Trades Council of California

Anette Smith-Dohring

Workforce Development Manager - Sutter Health Sacramento-Sierra Region

Abby Snay

Executive Director - Jewish Vocational Services, San Francisco

Bruce Stenslie

President and Chief Executive Officer - Economic Development Collaborative, Ventura County

Peter Stern

Senior Vice President of Corporate Development - Inception

Airport Commissioner - San Francisco International Airport

Julie Su

Secretary - Labor and Workforce Development Agency

Hon. Tony Thurmond

State Superintendent of Public Instruction - California Department of Education

Floyd Trammell

Executive Director - West Bay Local Development Corporation

Joseph Williams

Public Affairs Manager - Southern California Edison

Joe Xavier

Director - Department of Rehabilitation

Gloria Young

President & Chief Executive Officer - Young and Lamay Associates

Carol Zabin

Research Director - University of California, Berkeley Center for Labor Research and Education

In January 2020, Governor Newsom appointed Avin Sharma to represent the City of Los Angeles. The CWDB will engage in conversations with the Governor's Office regarding the appointment of another chief elected office to ensure compliance with statutory membership requirements.

## II. BOARD ACTIVITIES

State Board Activities

The CWDB and its staff provide active ongoing policy analysis, technical assistance, and program evaluation to inform and shape state policy on workforce and educational program design and implementation.

Executive Director

The Executive Director, who reports to both the CWDB Chair and the Secretary of Labor and Workforce Development, guides strategy, operations, planning, and policy development. The Executive Director is also the face and chief liaison for the organization in CWDB's dealings with other state department heads and workforce system stakeholders.

### Chief Deputy Director

The Chief Deputy Director is the CWDB chief of staff and oversees the daily operations of the Deputy Directors and the staff in their branches. The Deputy Directors responsible for the operations in the branches supervise the work of all staff in these units, and each reports to the Chief Deputy Director.

### The Administrative Support Branch

The Administrative Support Branch is responsible for providing administrative support for the CWDB, ensuring compliance on all federal WIOA reporting and state reporting and fiscal requirements, CWDB budget development and oversight, administrative matters pertaining to hiring and termination, procurement of goods and services, grant administrative matters, and program logistics. Specific responsibilities include the following:

- Fiscal operations and budget:
  - Preparation of October and April budget revision
  - Maintenance of the CWDB's "above the line" WIOA funds
  - Budget authority and total dollars allocated
  - Tracking of all CWDB grant and initiative funds
  - Providing a detailed monthly encumbrance and expenditure report to accurately project expenditures
- Procurement of goods and services through contracting and interagency agreements
- Human resources
- CWDB staff development
- CWDB member, committee, and workgroup support
- Handling the logistical needs of CWDB and all of its committees and workgroups
- Solicitation of federal and state funding opportunities
- Drafting of annual reports, publication and audit responses
- Maintenance of IT hardware and software, email systems, telecommunications equipment, network printers and copiers, and CWDB website as well as other online platforms

### The State Plan and Policy Development Branch

The State Plan and Policy Development Branch is responsible for conducting policy and program review for the State Board in order to build a comprehensive state system and foster its continuous improvement. This function is achieved primarily through the development of policy recommendations and the identification and dissemination of information concerning best practices pertaining, but not limited to, the following areas:

- Developing planning guidance and policy directives to serve as technical assistance and provide policy rationale and supportive data for best practices and model partnerships.
- Conducting research on policies concerning effective sector engagement.

- Conducting research on building of careers pathways tailored to client population needs.
- Convening State Plan partners in accordance with the requirements of WIOA.
- Provide state and federal legislative analysis and government affairs support.
- Operating the CAAL-Skills Project.
- Administering the Corrections Workforce Partnership and Prison to Employment program.

#### The Program Implementation and Regional Support Branch

The Program Implementation and Regional Support Branch is charged with guiding innovation related policy and practice to advance the state's broad labor market goals of shared prosperity and income mobility. In providing technical assistance to key partners in the state's various regions, this branch works to foster the continuous improvement and implementation of best practices for those elements of the system pertaining, but not limited to, the following:

- System alignment through regional partnership.
- Sector engagement in regional labor markets.
- Using regional coalitions and partnerships to inform and advance the development of careers pathways.
- Accelerating skills and credential attainment aligned with regional labor markets.
- Facilitating access to job training, education and workforce services for populations with barriers to employment.

#### The High Road Field Branch

The High Road Field Branch is tasked with engaging partners to advance an integrated approach to labor, workforce and economic policy. This approach includes a commitment to equity, sustainability, and job quality and enlists the following four elements: industry led problem solving; partnerships as a priority; worker wisdom; and industry driven education and training solutions. The work of the High Road Field Branch includes the following areas:

- Developing the CWDB's high road sector strategy as an effective, clear, transferrable and teachable field of practice.
- Supporting and scaling up existing H RTP and HRCC projects.
- Identifying and developing new H RTPs and HRCCs, with a focus on industry sectors impacted by climate change, policies that lead to a carbon neutral economy, and/or changes in technology and automation.
- Integrating apprenticeship and public sector employment with high road sector field practitioners.
- Establishing the High Road Institute for coaching and training new high road sector practitioners.
- Integrating the high road vision in regional field capacity building and Regional Plan implementation.

- Engaging public agencies, elected officials, board members, thought partners, and regional stakeholders to align all related work with the high road sector strategy underlying the CWDB's economic mobility goals.

#### 4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

##### A. ASSESSMENT OF CORE PROGRAMS

###### Title I and Title III

CalJOBSSM provides a unified and streamlined intake and case management system that enables co-enrollment across programs, while reducing the duplication of services provided to AJCC clients. The system currently serves as California's case management system and official system of record for federally required data for the following programs:

- Title I Adult
- Title I Dislocated Worker
- Title I Youth
- Title III Wagner-Peyser
- Jobs for Veterans State Grant
- Trade Adjustment Assistance
- National Dislocated Worker Grant

To ensure compliance with the performance accountability measures outlined in WIOA Section 116, the EDD issued Workforce Services Directive WSD19-03, which provides performance guidance related for all programs using the CalJOBSSM system.

Additionally, Workforce Services Directive WSD19-06 provides AJCC staff with information regarding how to track services provided to individuals and employers in the CalJOBSSM system, and provides a link to the data element(s) each CalJOBSSM activity code maps to in the Participant Individual Record Layout.

To ensure the quarterly and annual participant data submitted to the DOL is accurate, the EDD issued Workforce Services Directive WSD18-02, which outlines the process AJCC staff must take to correct data in the CalJOBSSM system. The EDD informs all AJCC staff of the year-end reporting schedule to ensure all supplemental data is entered, and that performance data is reviewed prior to the annual report submission.

###### Title II

The CDE AEO provides assessment and accountability services for the Title II program through TOPSpro Enterprise. TOPSpro Enterprise is a database designed to accurately measure progress, mastery of skills, and competencies needed to both complete, and advance one or more Educational Functioning Levels. It automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports.

Features of the data system and relevant processes include the following:

- TOPSpro Enterprise is used to collect and report all student progress and outcome measures, and for collecting information for federal and state annual reporting.



- The system provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction for continuous program improvement.
- The local data is submitted quarterly and annually to the CDE for monitoring and aggregation into state and federal reports.
- TOPSpro Enterprise records each student's goals on entering a class, as well as their educational outcomes.
- Assessment may be formal (e.g., a written test), or informal (e.g., teacher observation of student performance through a check competencies mastered).

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition, Adult Secondary Education, and Adult Basic Education. The data collection process begins with program staff at agencies funded by the AEFLA inputting the data on a daily basis at each site during the program year. Each week the data collected from AEFLA funded agencies is aggregated at a statewide level. The annual data aggregation and data validation begins August 1st of each year. The purpose of the annual data aggregation and validation process is to compile state and federal year-end reports due annually, by October 1st.

Performance measures submitted annually on October 1st includes WIOA Title II indicators of Measurable Skill Gains, credential attainment, employment after 2nd and 4th quarter, and median earnings.

The CDE also conducts an annual comprehensive qualitative program survey. This survey is required of all participating agencies and involves practitioner focus groups and interviews of both teachers and students. The results provide recommendations for state level planning and development activities, identify best practices and emerging needs, and helps focus professional development and training to ensure effective instructional programs for targeted populations. The results of the survey also assist in the development of the annual narrative submitted on December 31st.

#### Title IV

The DOR utilizes a case management system known as AWARE. In addition to WIOA data reporting, the AWARE system has a financial component utilized for federal reporting requirements. The system contains consumer data, case notes, and information regarding goods/services for consumers.

Data are collected and inputted in-house by VR staff located statewide in 13 geographic districts. The DOR continues to train staff on the current processes, and new processes as needed, and use AWARE to collect WIOA data. State VR systems/agencies collect and report summary data in a federally mandated format called the RSA Case Service Report. The RSA-911 report is submitted quarterly for the preceding quarter of the fiscal year by each state's vocational rehabilitation agency.

The RSA-911 report contains a record for each participant, including VR applicants and students with disabilities receiving pre-employment transition services. It is feasible that a participant may appear more than once in one year, if their case was opened on two or more separate occasions. The federal RSA-911 report aggregates many variables of outcomes-related information, including demographics, disability, interventions, and reason for closure, employment status, sources of financial support, and more. The values of certain fields (e.g.

income, hours worked per week, etc.) are reported both status at application and status at closure.

Additionally, RSA-911 quarterly data is consolidated into the annual WIOA Statewide and Local Performance Report (ETA 9169), submitted by October 1 of each year to RSA; this annual report includes five additional, computed data elements related to program performance measures and expenditures for that preceding federal program year.

The RSA assesses the quality, and effectiveness of DOR outcome-related information in relation to the State performance accountability measures described in WIOA Section 116(b), and coordinates guidance and technical assistance to the department to initiate and monitor program improvements. The DOR also uses the information from the quarterly and annual reports internally to self-assess performance and develop strategic initiatives.

### Regional Evaluation

The CWDB developed Regional Coordination and Alignment Indicators as a framework for assessing regional implementation progress in achieving the main objectives of the State Plan, which are demand-driven skills attainment, upward mobility and equity for individuals with barriers to employment, and system alignment. As part of their Regional Plan modifications, each RPU provided a self-assessment of regional coordination using the following Regional Coordination and Alignment Indicators:

#### Demand Driven Skills Attainment Indicators

- Indicator A: Region has a team that jointly convenes industry and is led by Industry Champions.
- Indicator B: Region has shared industry sector focus and pools/shares resources to meet demand in the region.
- Indicator C: Region has a process to communicate industry workforce needs to supply side partners.
- Indicator D: Region has policies supporting equity and strives to improve job quality.

#### Upward Mobility and Equity for Individuals with Barriers to Employment Indicators

- Indicator E: Region has shared target populations of emphasis.
- Indicator F: Region deploys shared/pooled resources to provide services, training, and education to meet target population needs.
- Indicator G: Region utilizes shared/common case management and capacity building strategies such as co-enrollment, professional development, to develop shared responsibility for providing services and ensure quality outcomes.

#### System Alignment Indicators

- Indicator H: Region has shared/pooled administrative systems or processes to achieve administrative efficiencies and program outcomes.
- Indicator I: Region has created formalized structures for decision-making.
- Indicator J: Region has developed a process for evaluating performance that includes, but may not be limited to:

- Qualitatively evaluating progress towards meeting regional industry and occupational demand.
- Tracking the number of industry-recognized credentials and apprenticeships.
- Aligning negotiated performance measures to regional Indicators.
- Using the Regional Coordination and Alignment Indicators to evaluate progress.

Each RPU determined how it scored on each of the indicators and provided a narrative rationale to justify the score as part of the self-assessment. For each of the indicators, RPUs could select from the following four options:

- No progress made at this time
- Learning/Experimenting
- Operationalizing/Doing
- Growing/Expanding/Scaling

The purpose of the self-assessment was to determine progress made to date within each RPU and to assess in aggregate all RPU efforts that are currently underway. The initial self-assessment will be used as a baseline for subsequent assessments throughout the duration of Regional Plan implementation.

#### B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

The CAAL-Skills program includes participation from both core and other one-stop delivery system partner programs. CAAL-Skills is intended to unite partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. CAAL-Skills enables the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes. The University of California (UC) Policy Lab, comprised of research and data science experts from UC Los Angeles and UC Berkeley, has been engaged to evaluate the data provided by CAAL-Skills partners in fulfillment of requirements outlined in WIOA Section 116.

Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards
- Community Colleges Chancellor's Office
- Employment Training Panel
- Department of Social Services
- Employment Development Department
- Department of Education
- Department of Corrections and Rehabilitation
- Department of Rehabilitation
- Pilot counties

Influence partners, those that do not provide data but whose leadership and influence are provided through the executive operating committee, include:

- Labor and Workforce Development Agency
- California Workforce Development Board
- California State Board of Education
- County Welfare Director's Association

This interagency and multi-departmental data-sharing and program-evaluation initiative utilizes common performance measures to evaluate the outcomes associated with California's investment in workforce development, training, related education and supportive service programs. CAAL-Skills utilizes common performance measures to examine:

- The efficacy of participating programs based on participant outcomes (e.g. wages earned, credentials attained)
- The population served based on the participant characteristics, such as:
  - Demographics (e.g. age, gender, race, ethnicity)
  - Barriers to Employment (e.g. disabilities, cultural or language barriers, literacy or income level, ex-offender status)
  - Other characteristics (e.g. veteran status)
  - Other workforce system factors (e.g. program services provided, geographic location of service providers, industry of employment)

### C. PREVIOUS ASSESSMENT RESULTS

#### **Description of Overall Approach to Assessment Activities**

Evaluation and assessment activities in California deploy a variety of qualitative and quantitative research methodologies to assess program efficacy using both in-house staff and contract researchers. Preferred methods include survey research, focus groups, communities of practice, literature reviews, analyses of descriptive statistics, and applied inferential statistics. Some of these activities happen during the course of regular operations, for example, through routine structured interactions with organizations receiving workforce grants, and through the implementation of the Cross-System Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) workforce data initiative. Other evaluation and assessment activities are formalized and implemented through the use of third party subject matter experts hired to provide specialized research.

Typically the state's evaluation and assessment activities aim to investigate how specific operational practices and policy interventions affect the success of workforce programs and their participants. Relevant research questions include the following:

- What types of services are most likely to improve the labor market outcomes of program participants, especially over the medium to long term?
- How can operational practices be better structured to facilitate improved operations and better outcomes for workforce program participants?

- What program supports ensure program sustainability, continued program participation for participants, and limit premature program exit for participants while ensuring innovation and sustainability?
- What practices facilitate partnership between service providers?
- What practices facilitate regional partnerships and industry engagement?
- How can services be made more customer-centered?

Answering these types of questions requires taking a long and broad view on program operations and outcomes. The sections that follow provide an overview of assessment and evaluation activity that has taken place since July 1, 2018.

#### Overview of Assessment Activities July 1, 2018 through June 30, 2020

The following is a list of core and other one stop partner program evaluation and assessment activities initiated, developed, and/or completed in the two year window between July 1, 2018 and June 30, 2020.

- Evaluations of Slingshot and Workforce Accelerator “Innovation” Grant Programs (Initiated May 2017, Completed December 2018)
- Evaluation of High Road Training Partnerships (Initiated January 2017, Anticipated Completion Spring 2021)
- Evaluations of Regional Plan Implementation Grants 2.0 and 3.0 (Initiated February 2019, Anticipated Completion December 2021)
- Evaluation of AB 1111 State Funded Grant Program (Initiated July 2019, Anticipated Completion Fall 2021)
- Evaluation of America’s Job Centers of California (Initiated Summer 2019, Anticipated Completion December 2021)
- Development of the CAAL-Skills Data Repository (initiated August 2016, continual ongoing development through the present)
- Development of the CAAL-Skills Workforce Metrics Dashboard 2020 Report (Initiated in Spring 2017, Anticipated Completion Fall 2020)
- Development of the CAAL-Skills Workforce Metrics Dashboard 2022 Report (Initiated Summer 2019, Anticipated Completion Fall 2022)
- California Policy Lab (UC Regents) analysis of CAAL-Skills workforce program data (Initiated Summer 2018, Anticipated Completion August 2021)

These assessments and findings are described in the paragraphs that follow, highlighting methodologies employed, timelines adopted, and key findings and recommendations where appropriate. The manner in which findings and recommendations have impacted state policy and strategy is summarized in narrative that follows the assessment summaries.

#### **Descriptive Summaries of Contract Evaluation Activities**

##### **Evaluation of Slingshot and Workforce Accelerator**

## **Governor's Discretionary Fund "Innovation" Grant Programs**

**(Initiated May 2017, Completed December 2018)**

### Background

Launched in 2014, SlingShot was California's regional prosperity initiative. The initiative was focused on bringing together leaders from industry, education and government – including both the economic and workforce development systems – to identify and address 'demand-side' workforce issues as well as expanding opportunities for economic mobility. The state's 12 SlingShot regions represented the broad geographic, demographic and economic diversity that makes up California. Work done under the SlingShot initiative set the stage for regional work that continues today in California's 15 Regional Planning Units (RPU's).

The Workforce Accelerator Fund (Accelerator), launched in 2014, is a grant program that continues to provide resources to innovative projects with the goal of helping individuals with barriers to employment find jobs and advance in careers at wage levels that support their economic well-being. Through the Accelerator initiative, the State Board has awarded over a hundred grants testing innovative ideas, forging new partnerships, and creating new models and modes of service delivery to improve participant outcomes.

### Evaluation Overview

In June 2017, the California Workforce Development Board awarded the Corporation for a Skilled Workforce (CSW), Social Policy Research Associates (SPRA), and BW Research Partnership (BW) contracts to analyze the SlingShot and Workforce Accelerator Grant Programs and to make recommendations to improve the programs. CSW served as the evaluation coordinator for the research being conducted while BW served as the principal researcher for SlingShot and SPRA served as the principal researcher for Accelerator.

Researchers used a variety of methodologies to study both grant programs, including site visits, interviews, and data analysis. The evaluation contracts were extended during the course of 2018 through to December 2018 to further facilitate dissemination of findings.

### The SlingShot Evaluation

BW Research Partnership evaluated the statewide SlingShot initiative and sought to do the following:

- Understand what regions learned from SlingShot
- Understand how the initiative evolved over time
- Understand how regional engagement efforts could be built and sustained
- Understand how to scale efforts for greater impact

The evaluators identified the following "challenge themes" from participants in the SlingShot Grant program:

- **Industry Engagement:** Despite many initial successes in the SlingShot initiative, it was still difficult engaging industry stakeholders in a consistent and significant way. All regions identified ongoing industry engagement as a major obstacle to progress, though many were encouraged by examples where individual companies actively engaged.

- **Sustainability:** Successfully innovating and creating system change typically takes time as well as trust and credibility with industry, education and community partners. Regions consistently identified the challenges associated with sustainability: growing trust and credibility with partners; developing early-stage innovation, planning and implementing to scale and expanding but with uncertainty about the timing of additional resources. All systems resist change and tend to remain inert without the necessary set of factors to help them move to a new condition. There is also great elasticity built into all systems, and they will return to their previous state unless there is deliberate and sustained pressure to move to a new model.

The evaluators identified the following “success themes” from participants in the SlingShot Grant program:

- **Empowering Regional Collaboration:** While the Slingshot initiative emphasized new and innovative approaches, the fact is that the ability to move quickly, engage employers and other partners, create new programs and pathways, vet industry-recognized credentials, and braid existing resources was often built upon prior relationships among partners who had developed trust by working together and collaborating on earlier projects or plans.
- **Key Players as Catalysts:** Looking across the profiles of all regions, the impact of SlingShot’s role of introducing “catalysts” into the system becomes clear. In the success stories of each region, there were always key players, be they individuals or organizations that acted as catalysts, without whom critical connections would not have been made, foundational programs and processes would not have been developed, and important stakeholders would not have been engaged and brought into the fold. In the absence of such key players acting as catalysts, supported by the SlingShot model, it is difficult to imagine these types of innovations coming to fruition so consistently and frequently across regions.
- **Flexibility to Experiment and Pivot:** In a state the size of California, with its regional economic and demographic diversity, it is clear that the problems, opportunities and solutions will vary immensely from region to region. A “one-size-fits-all” approach to workforce development and innovation would clearly not be viable. Regions were offered flexibility in embracing the SlingShot process and tailoring it to the unique needs of each region, along with the latitude and time to try new strategies and program designs – and then to change direction based on early learnings. This aspect of the initiative was vital to the overall success of SlingShot.

Additionally the evaluators identified the following key recommendations to the State:

- There is a need to support efforts that grow stronger regional networks and deeper collaboration. The state can support these efforts by first understanding the level of engagement necessary to build collaboration and sustainable system change. Activities the state can use to support these efforts include making opportunities available for regions to bring together regional partners, either through state-funded convenings or by creating viable networks for regions to share planning and implementation activities.
- There is a need to continue supporting regional “pivoting” due to changing labor markets or partner dynamics. Regions consistently voiced that the ability to pivot in response to new information and incorporate evolving input from regional partners was an essential characteristic of successful SlingShot initiatives. The state is instrumental in

a region's ability to be nimble and responsive to regional partners and labor market needs. Being open to the emergent nature of employers-voiced skill needs, and how regional education and training partners can adapt to those needs is vital.

- There is continued need to elevate regional communication and information sharing. To build trust and flexibility, regions committed themselves to improving communication and information sharing, both internally and externally. Nevertheless, an important state role is identifying, describing and categorizing best practices, consistent protocols and other standardized practices for regional engagement.
- There is a need to support formal decision-making processes and shared administrative responsibilities at the regional level. Decision making structures and administrative responsibilities imply power determinations. SlingShot was about shared power among many partners. The state can support emerging decision-making processes by ensuring that the flexibility inherent in SlingShot continues into future initiatives, particularly as it relates to formal decision-making and administrative responsibilities.
- There is a need to measure what matters. No matter what the stage of development or the final objectives of the project, it is invaluable for regions to begin the process of deciding what to measure, and then starting to measure what is important, to the point where their efforts become based on targets set and modified as additional information and learning dictates.

The manner in which these findings have shaped state strategy are addressed in the narrative that follows the descriptions of assessments.

#### The Accelerator Evaluation

Social Policy Research Associates (SPR) evaluated the first five grant cycles of the Workforce Accelerator Fund (Accelerator) to learn about how the Accelerator initiative worked operationally on the ground as well as the way the initiative helped the workforce system build capacity to innovate. SPRA's findings include the following:

- Direct service approaches were more common among grantees than were indirect ones, but projects combining both direct and indirect approaches were most common.
- Just over half of projects were new endeavors to Accelerator grantees. Slightly more projects were new approaches to grantees as compared to projects that strengthened or enhanced projects previously piloted by grantees.
- Most grantees were well-connected to regional planning efforts. Over 75 percent of grantees reported being part of a regional planning effort including Adult Education Block Grants, the California Community College Strong Workforce Initiative, the State Board's SlingShot Initiative, or RPU.
- Around two-thirds of the Accelerator projects and funds were awarded to grantee organizations that identified as non-profit, education, or labor agencies.
- Grantees identified gaps in serving high barrier populations in their area. They responded to the goals of the Accelerator by engaging customers and partners to gain an understanding of issues facing their communities.
- Grantees designed new and innovative approaches to address the issues they identified, employing multiple wide-ranging strategies to improve employment and earnings for



participants. Also, many developed a capacity for innovation that will foster on-going innovative practices within their organizations.

- Grantees defined success outside the bounds of WIOA performance measures. Grantees used the opportunity presented by Accelerator to test out new ideas with goals that differed from WIOA-defined outcomes. In some cases, they arrived at innovations that were ready to be sustained or scaled.
- Grantees scaled their projects in size, population, scope, or reach. These approaches included: increasing the number of job seekers or employers served; serving additional types of job seekers or employers; expanding the type or nature of services provided; or expanding to new geographic areas.
- For some projects, successful scaling was critical to sustainability and occurred simultaneously rather than after a project was sustained. This occurred primarily when projects needed to expand to reduce costs or operated in a way in which they did not need to continue service delivery in an area once initially delivered.
- Accelerator facilitated systems change with a small “s” by helping grantees institutionalize changes within their organizations. These small “s” changes included: using data more effectively, developing partnerships with new types of organizations, serving employers and job seekers with barriers, and developing a capacity to innovate.
- Accelerator facilitated systems change with a large “S” by shifting California’s public workforce system as a whole. These large “S” changes included: diversifying the types of organizations in the system, encouraging traditional workforce system agencies to work with new partners, helping the system improve services to barriered job seekers and employers, and helping the system to coordinate and integrate programs and services.

The evaluators made the following program recommendations:

- Grantees, and the workforce system as a whole, would benefit from longer initial Accelerator grant periods and new grant types focused on sustaining and expanding as well as scaling to new geographic areas.
- Additional research and evaluation would support sustaining and scaling. Many Accelerator projects show promising results, but these results typically have not been rigorously tested. Furthermore, grantees worked with relatively small numbers of job seekers and employers so any evidence of effectiveness is still preliminary. Additional evaluation support—through technical assistance or the hiring of evaluators—would help grantees refine outcome measures, develop stronger data collection methods, and improve their evaluation designs.
- Certain policy levers may support sustaining and scaling Accelerator projects. Some Workforce Development Boards (WDBs) are unwilling to use Workforce Innovation and Opportunity Act (WIOA) Title IB formula funds to serve barriered individuals due to concerns about how these individuals might affect performance measures, even despite the promising results from many Accelerator projects that aid these populations.

The manner in which these findings have shaped state strategy are addressed in the narrative that follows the descriptions of assessments.

## **Evaluation of High Road Training Partnerships**

### **Governor's Discretionary Fund Grant Program**

**(Initiated January 2017, Anticipated Completion Spring 2021)**

The High Road Training Partnerships (H RTP) initiative is a sector-based approach to addressing critical workforce issues related to equity, job quality, and environmental sustainability. H RTPs are industry-based, worker-focused training partnerships that build skills for California's high road employers—firms that compete based on quality of product and service achieved through innovation and investment in human capital. H RTPs generate family-supporting jobs and have the following characteristics:

- **Industry-Led Problem Solving:** Foundational is that the industry – including leaders representing both employers and workers – lead the problem solving for the workforce demands unique to that industry.
- **Partnerships as a Priority:** It is key to have strong and durable industry partnership as a goal in and of itself. Here it means a formal relationship that is neither loose nor ad hoc, but forms the basis of sustained problem-solving.
- **Worker Wisdom:** Existing H RTPs in California have developed innovative ways to explicitly bring worker voice into their strategies and tactics as a core value undergirding the partnership.
- **Industry-Driven Education & Training Solutions:** Partnerships can tap into training that already exists, develop and deliver their own programs, or use a hybrid approach specific to their particular workforce needs.

In December 2017, the California Workforce Development Board executed a contract with the UCLA Labor Center to develop a process evaluation for the High Road Training Partnerships Initiative, documenting the experience of H RTP project partners and monitoring their successes and challenges as they work to address economic inequality, climate change, and job quality utilizing a regional workforce skills infrastructure and labor management partnerships. The contract was subsequently extended in April 2020.

The UCLA evaluation is qualitative in nature and primarily utilizes interviews and stakeholder engagement to develop rich contextual case study descriptions pertaining to the manner in which High Road Training Partnerships operate. To date, the evaluator has drafted eight case studies covering workforce partnership activities in the following industry sectors: Logistics, Healthcare, Hospitality, Janitorial, Ports, Transit, Public Service, and Water Utilities. A review of these case studies suggests the following:

- Intermediaries are key to the development of Industry partnerships
- Skills training must be informed by the subject matter expertise of industry leaders
- Disadvantaged communities can access good jobs through the building of a regional skills infrastructure that provides the proper program supports to those receiving training

Work for this evaluation is ongoing and is expected to be complete in Spring 2021 though information gleaned from the case studies already informs the state's strategies for program development. This is addressed in the narrative that follows the descriptions of assessments.

## **Evaluation of Regional Plan Implementation**

### **Governor's Discretionary Fund Grant Programs 2.0 and 3.0**

**(Initiated February 2019, Anticipated Completion December 2021)**

Since the first WIOA State Plan, California has emphasized the need for workforce programs to collaborate regionally to align programs and services with the needs of regional industry sectors driving economic development and job growth. The CWDB has organized the state's various Local Workforce Development Boards into Regional Planning Units (RPUs) and has required LWDBs in RPUs to develop regional plans explaining how local services and operations are articulated with regional labor market dynamics. Regional efforts under WIOA are an outgrowth of regional initiatives undertaken as part of the SlingShot Initiative. The CWDB has supported these efforts by investing discretionary funds in local efforts to implement regional plans.

In May of 2019, the California Workforce Development Board executed a contract with the Corporation for a Skilled Workforce and the Council for Adult and Experiential Learning (CAEL) to provide an assessment and evaluation of State efforts to build regional partnerships and support the implementation of WIOA Regional Plans using discretionary funds. This contract was updated in May of 2020 to ensure that activities for two separate RPU grant periods were included in the scope of work.

The RPI evaluation is designed to take a formative approach, informed by elements of developmental evaluation, to the implementation of regional planning across the fourteen workforce development regions. The goal is to understand the ways each part of the state is approaching regional work and how their efforts to date align with CWDB's overall vision. By understanding the implementation process of each region, CSW hopes to identify promising practices being used in various regions as well as gaps or challenges in implementing regional visions.

Qualitative research methods are being used to identify common elements of regional work across the fourteen diverse regions. Data collection activities involve the participation of lead project staff, decision makers and regional partners. The objective is to develop a clear picture of the state's vision for regions by doing all of the following:

- Understanding the policy rationale for regionalism, including the statutory framework and the state plan vision
- Conducting interviews and focus groups with local workforce board directors, regional leadership, regional organizers (ROs) and training coordinators (RTCs), technical assistance providers and relevant project stakeholders and staff to develop a detailed and contextually rich examination of the regions, focusing on successful initiatives and lessons learned
- Conducting site visits to leverage engagement with regional partnership stakeholders, including (potentially) employers and other community partners
- Developing a synthesis and analysis of the qualitative data surfaced to develop recommendations on how to support regions in the future, ensuring connection between regional strategic thinking and local service delivery

Work for this evaluation is ongoing and is expected to be complete at the end of 2021 though preliminary findings from the evaluators suggest the following:

- Tracking the success of regional efforts requires thoughtful approaches to the way regional plan implementation is measured
- Current process measures for tracking the progress of regional efforts developed (in response to the SlingShot evaluation) need to be simplified, rethought, and supplemented with quantitative outcome measures more clearly linked to program enrollments, services, and participant outcomes

The implications of these findings for California's program strategy are discussed in the final section of this narrative.

## **Evaluation of AB 1111 State Funded Grant Program**

### **(Initiated July 2019, Anticipated Completion Fall 2021)**

The AB 1111 Grant program is a state funded grant program designed to expand the reach of the state's workforce system by building partnerships between Local Workforce Development Boards (LWDBs) and Community Based Organizations (CBOs) that provide services to individuals with barriers to employment. The design of the AB 1111 program has been informed by the experiences of LWDBs and CBOs who have participated in the Accelerator grant program. Under the grant program, LWDB-CBO partnerships are intended to harness the subject matter expertise of CBOs who have roots in relevant communities or who have specialized knowledge pertaining to service delivery for target populations so as to utilize CBO expertise and facilitate greater access to the workforce system. The program also allows LWDBs and CBOs to initiate services using state money before enrolling participants into WIOA, addressing performance related disincentives to providing services to California's hardest to serve.

In November 2019, the California Workforce Development Board announced it had awarded the Corporation for a Skilled Workforce and Social Policy Research Associates a contract to provide an analysis of the outcomes of the individuals served by the initiative, an analysis of the effectiveness of grantee programs' service delivery and design, and an analysis of the initiative's impact on the workforce system as a whole. Research questions that are the focus of this evaluation include the following:

- To what extent do Initiative participants (overall, by target group, and by grantee) complete their programming funded under the grant?
- To what extent do Initiative participants (overall, by target group, and by grantee) transition into or become integrated into the broader workforce and education system as evidenced by enrollment in these programs (WIOA Titles I & II; Adult Education Block Grant; community colleges; vocational rehabilitation)?
- To what extent do grantees achieve their performance goals for serving specified numbers of target group members? For transitioning those participants into the broader workforce and education system? For supporting those participants so that they complete their services and attain success on program performance metrics? If grantees do not achieve these goals, why not?

- What are the key service delivery and design elements (whether proven or newly developed) of the most successful grantee programs (as evidenced by grantees' success in achieving their own performance goals and by the outcomes of their participants)? How do these vary by target group? By geographic context?
- To what extent do grantee programs supplement and align workforce system services with services provided by community-based organizations (CBOs) to build the capacity of the workforce system to better serve individuals with barriers?
- To what extent do grantee programs successfully integrate individuals from target populations into Regional Planning Unit (RPU) career pathways programs in target industry sectors as specified in Regional Plans?

Quantitative and qualitative research methods employed for this analysis include the following: background analysis of grant application documents and quarterly grantee narrative reports; review of related local and regional workforce plans; interviews and surveys of Local Workforce Development Board staff; interviews and surveys of CBO staff; quantitative analysis of related administrative and performance data. The contract is pending final execution and work is expected to be completed by Fall 2021. There are no results to report at this time.

## **Evaluation of America's Job Centers of California**

### **(Initiated Summer 2019, Anticipated Completion December 2021)**

In February 2020, the California Workforce Development Board announced it had awarded the Corporation for a Skilled Workforce and the Ray Marshall Center at the LBJ School of Public Affairs (at the University of Texas, Austin) a contract to analyze how different operational practices in the America's Job Centers of California (AJCCs) affect the distribution of services provided to WIOA Title I program participants. The objective of this evaluation is to determine whether local decisions about how to operate AJCCs systematically affects access to the different types of services available to program participants.

- Are some operational and service delivery models associated with a higher propensity to provide some services rather than others?
- Does the "mix" of services clients receive have any systematic relationship to the labor market outcomes of program participants?

This evaluation is designed to utilize surveys, site visits, interviews, focus groups, and a quantitative analysis of services delivered during the period July 2015 to December 2018. The CWDB is currently working with EDD to identify the specifications for the data file to be used for quantitative analyses and the time horizon for which wage and employment data will be used to measure outcomes, but outcome data will likely run through December 2019, allowing the measurement of employment and wage outcomes four quarters post-exit. Data on participants' pre-program earnings is expected to also be available, and will provide appropriate benchmarks for gauging wage gains. The contract is pending final execution and work is expected to be completed by December 2021. There are no results to report at this time.

## **Overview of the CAAL-Skills Data Repository and Related Evaluation Activities**

As part of its efforts to facilitate comprehensive program evaluation, the CWDB launched the Cross-System Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills)

workforce data initiative in August of 2016. Development and implementation of the initiative is continuously ongoing and aims to fulfil the following objectives:

- Compliance with the California Workforce Innovation and Opportunity Act which requires that the state's workforce system be data-driven and evidence-based
- Compliance with Assembly Bill No. 2148 (K. Mullin, Chapter 385, Statutes of 2014) and Assembly Bill No. 1336 (K. Mullin, Chapter 211, Statutes of 2017) which requires:
  - the development and display of a workforce metrics dashboard
  - submission of periodic legislative reports on workforce program participant labor market outcomes
  - periodic completion of statistically rigorous evaluations of the labor market impacts of workforce programs
- Compliance with WIOA SEC. 116 (e) program requirements pertaining to statistically rigorous evaluation and assessment of WIOA programs
- Development of customized data reports and analyses based on participating workforce program research needs

CAAL-Skills is an ongoing workforce data-initiative that merges administrative data from participating data-sharing partners in a data repository housed at the CWDB. Participating programs are party to data-sharing agreements that identify how participating program data may be used. Programs currently participating in CAAL-Skills include the following:

- WIOA Title I Adult
- WIOA Title I Dislocated Worker
- WIOA Title I Youth
- WIOA Title II
- WIOA Title III Wagner-Peyser
- WIOA Title IV
- CalWORKS (California's TANF program)
- CalFresh (California's SNAP E&T program)
- Trade Adjustment Assistance
- Incumbent Worker Training accessed through the California's Employment Training Panel program
- State Certified Apprenticeship
- Career Technical Education programs at the California Community Colleges
- Rehabilitative programs at the California Department of Corrections and Rehabilitation and the Prison Industry Authority

## **CAAL-Skills Evaluation and Assessment Activities**

## **July 1, 2018 to June 30, 2020**

The following is an itemized overview of CAAL-Skills evaluation and assessment activities that occurred during the two year window between July 1, 2018 and June 30, 2020.

### **CAAL-Skills Workforce Metrics Dashboard 2020 Report**

#### **(Initiated Spring 2017, Anticipated Completion Fall 2020)**

The 2020 Workforce Metrics Dashboard Report summarizes and graphically displays credential attainment, employment, and wage data for WIOA Core Programs, CalWORKS (California's TANF program), the Trade Adjustment Assistance program, the Employment Training Panel's State-Funded Incumbent Worker Training program, State Certified Apprenticeships, and the California Community College system's Career Technical Education programs.

Once complete the dashboard report will provide descriptive statistics on aggregate outcomes for individuals who exited participating programs in State Fiscal Years 2014-15 and 2015-16 (which run from July 1 to June 30 each year).

For most programs the data will be displayed using a standard set of tables and graphs that organizes credential attainment and labor market outcome data by race, ethnicity, gender, age, veteran status, regional planning unit of service providers, type of services received, type of training received, training completion status, and type of credential received. Standard table and graphs also present information on post-exit industry sector of employment, and greater detail on the dispersion of wages for program exiters using box-and-whisker plots.

Draft Tables and accompanying narrative for the 2020 Workforce Metrics Dashboard Report are not yet complete though a summary of some preliminary findings relevant to current program strategies is briefly discussed at the end of this narrative.

### **CAAL-Skills Workforce Metrics Dashboard 2022 Report**

#### **(Initiated Summer 2019, Anticipated Completion Fall 2022)**

The 2022 Workforce Metrics Dashboard Report will summarize and graphically display credential attainment, employment, and wage data for WIOA Core Programs, CalWORKS (California's TANF program), CalFresh (California's SNAP E&T program), CalWORKS (California's TANF program), the Trade Adjustment Assistance program, the Employment Training Panel's State-Funded Incumbent Worker Training program, State Certified Apprenticeships, the California Community College system's Career Technical Education programs, as well as Rehabilitative programs operated by the California Department of Corrections and Rehabilitation, and the Prison Industry Authority.

Once complete the dashboard report will provide descriptive statistics on aggregate outcomes for individuals who exited participating programs in State Fiscal Years 2016-17 and 2017-18 (which run from July 1 to June 30 each year).

For most programs the data will be displayed using a standard set of tables and graphs that organizes credential attainment and labor market outcome data by race, ethnicity, gender, age, veteran status, regional planning unit, type of services received, type of training received, training completion status, and type of credential received. Standard tables and graphs also will

present information on post-exit industry sector of employment, and greater detail on the dispersion of wages for program exiters using histograms and box-and-whisker plots.

Draft Tables and accompanying narrative for the 2022 Workforce Metrics Dashboard Report have yet to be developed as the CAAL-Skills technical team is still receiving, merging, cleaning, and organizing the 2016-17 and 2017-18 administrative data of participating programs.

## **UC California Policy Lab analysis of CAAL-Skills Data**

### **(Initiated Summer 2018, Anticipated Completion August 2021)**

In March 2019, the California Workforce Development Board awarded the California Policy Lab (U.C. Regents) a contract to analyze CAAL-Skills de-identified program participant labor market outcome data for individuals who exited participating workforce programs in State Fiscal Years 2014-15 and 2015-16.

The California Policy Lab partners with California's state and local governments to generate scientific evidence that solves California's most urgent problems, including homelessness, poverty, crime, and education inequality. CPL builds close working partnerships between policymakers and researchers at UCLA and UC Berkeley to help evaluate and improve public programs through empirical research and technical assistance.

CPL's lead researchers are Til von Wachter and Jesse Rothstein. Till von Wachter is a Professor of Economics at the University of California Los Angeles, Faculty Director of the California Policy Lab, Director of the Federal Statistical Research Data Center, and Associate Dean for Research for the Social Science Division. Prof. von Wachter has been an expert witness in numerous testimonies before committees of U.S. Congress, and has provided expert assistance to the City and County of Los Angeles, the U.S. Department of Labor, the Canadian Labor Ministry, the OECD, the United Nations, and the IMF. Jesse Rothstein is Professor in the Goldman School of Public Policy and the Department of Economics, and Director of the Institute for Research on Labor and Employment at UC Berkeley. He served as Chief Economist at the U.S. Department of Labor and as Senior Economist with the Council of Economic Advisers, Executive Office of the President under the Obama Administration.

Under the research contract CPL's scope of work includes the following:

- data assessment and written recommendations regarding data sources and/or data documentation
- development of a written report of recommended statistical analyses
- work with CWDB to develop consensus among program partners for the proposed analyses
- conducting the agreed upon analyses
- develop draft report
- review of findings with programs and conducting follow up analyses
- finalization of findings

The CAAL-Skills data file to be analyzed was delivered to the UC Policy Lab in February of 2020 and includes information on all the variables used to produce CAAL-Skills Workforce Metrics



Dashboard Reports. Importantly, the data file has been augmented to include ten years of labor market data, running from 2009 to 2019, for workforce program participants included in the study, allowing the researchers to construct appropriate control groups and utilize longer time horizons when examining the labor market impacts of participating workforce programs.

Programs included in the study are as follows: the WIOA Core Programs, CalWORKS (California's TANF program), CalFresh (California's SNAP E&T), the Trade Adjustment Assistance program, the Employment Training Panel's State-Funded Incumbent Worker Training program, State Certified Apprenticeships, and the California Community College system's Career Technical Education programs.

Data analysis is ongoing and as of yet, there are no preliminary or final research results to report.

### **Description of Substantive Findings and Policy Strategy**

Many of the results of the evaluations and assessments listed above are incomplete or preliminary as most of the evaluation activities detailed above are ongoing, meaning that final work products have not been developed or vetted for distribution.

Additionally, it is important to note that the State is hesitant to draw concrete policy conclusions from the outcome data available in the draft performance tables available through the CAAL-Skills workforce data initiative and the CAAL Skills Workforce Dashboard 2020 Report.

Proper program evaluation requires the use of sophisticated statistical methods to control for factors other than participant services when explaining individual labor market outcomes. This is the reason California has entered into a partnership with the California Policy Lab (UC Regents) to conduct sophisticated statistical analyses of the labor market impacts of workforce programs on participants post program exit.

Keeping these caveats in mind, the CWDB is aware of preliminary data findings suggesting better wage and employment outcomes for those receiving training services and earning a credential than for those who don't receive training and who don't receive a credential. Preliminary CAAL-Skills outcomes Tables suggest that:

- RPUs with a higher propensity to train WIOA Title I participants have higher post-exit wages and employment rates for program participants, even in more rural areas of the state that are less economically dynamic
- Individuals that complete WIOA Title I training programs earn more and are more likely to be employed than participants that do not complete training programs
- More intensive training programs and those that directly take into account industry needs, result in higher levels of employment and greater wages for WIOA Title I program participants
- Credential attainment is linked to improved labor market outcomes for program participants
- The type of credential a participant receives matters in terms of likelihood of employment and earnings, with more intensive training and education programs leading to better outcomes

These findings are consistent with an ever-expanding body of literature that links social stratification to levels of human capital development and educational attainment as well as with other CAAL-Skills program data that show linkages between levels of program participant skills attainment, higher wages, and better employment outcomes, especially for those programs that build skills through OJT and Apprenticeship.

In addition, some preliminary CAAL Skills data suggests that supportive services lead to higher completion rates and credential attainment for TANF recipients enrolled in career education programs at the California Community Colleges. Given the starting disadvantages of TANF recipients in relation to the more general population of CTE participants, this finding seems to strongly support the value of supportive services in facilitating program completion.

In sum, the CAAL-Skills data suggests that training is a good means to improve employment outcomes for workforce program participants. This suggests that investment in appropriate training programs (directly related to regional labor market dynamics) and the provision of supportive services to ensure training program participants complete their training and earn an industry recognized credential are important means for fighting poverty.

Consistent with the foregoing, the State will continue to invest in and emphasize policies, programs, and grants that foster human capital development by upskilling and reskilling program participants in a manner consistent with industry needs. Such policies and investments include sector focused job training and continued investment in High Road Training Partnerships. Similarly, the State will continue to invest in regional initiatives that build regional skills infrastructure while also encouraging broad and inclusive local and regional partnerships focused on customer-centered service delivery.

Here it is important to also point out that findings and recommendations from the SlingShot, Accelerator, H RTP, and Regional Plan evaluations continue to inform the way California approaches policy strategy and operations as the State works to build a regional skills infrastructure that links WIOA program participants to good quality jobs through various local service delivery structures, the AJCC system, and perhaps most importantly, regional training providers who meet the needs of quality employers in industry sectors driving regional economic growth.

Based on the findings and recommendations from the aforementioned assessments, California will do the following:

- Emphasize partnerships and alignment across programs and funding streams, including partnerships between CBOs and programs operating through the AJCCs
- Emphasize industry engagement in the development of H RTPs, OJT programming, apprenticeship, and WIOA Regional Plans
- Develop and fund intermediary activities to bring local and regional partnerships together, giving special emphasis to activities that link local service delivery structures with regional skills infrastructures designed to meet regional workforce needs
- Continue partnership activities between State departments who are part of the workforce system so as to ensure collaboration and collective responsibility for shared participant outcomes
- Invest in regional planning, regional partnership, regional organizing activities and TA support to the regions by state merit staff and other subject matter experts

- Utilize performance metrics to track participant outcomes for grants that fund direct services and subject direct service grant programs to rigorous assessment and evaluation activities (this has already started with the AB 1111 grant program)
- Develop metrics that track skills building investments at the regional level by setting goals and collecting data through the regional planning process and by developing new data reporting requirements for regional planning units awarded regional planning implementation grants
- Evaluate programs and program outcomes over longer time horizons as well as increasing grant periods for services, so as to encourage more attention to the medium and longer term upward mobility of program participants post-exit

#### D. EVALUATION

##### AJCC Certification

As outlined in Workforce Services Directive WSD16-20, WIOA establishes a framework under which Local Boards are responsible for maintaining a network of high-quality, effective AJCCs. To assist in these efforts, the CWDB, in consultation with an AJCC Certification Workgroup comprised of state-level core program partners and Local Board representatives, developed objective criteria and procedures for Local Boards to use when certifying the AJCCs within their Local Area.

Under WIOA, there are three key requirements for AJCC certification: effectiveness of the AJCC, physical and programmatic accessibility for individuals with disabilities, and continuous improvement. California's certification process is centered on these key requirements and sets a statewide standard of service delivery that ensures all customers consistently receive a high-quality level of service.

California established two levels of AJCC certification: Baseline and Hallmarks of Excellence. The Baseline AJCC Certification is intended to ensure that every comprehensive AJCC is in compliance with key WIOA statutory and regulatory requirements. The Hallmarks of Excellence AJCC Certification is intended to encourage continuous improvement by identifying areas where an AJCC may be exceeding quality expectations, as well as areas where improvement is needed. The Hallmarks of Excellence were developed in alignment with Training and Employment Guidance Letter (TEGL) 4-15, State Plan, and the AJCC Certification Workgroup's vision for California's One-Stop delivery system.

Baseline AJCC Certification - In order to receive Baseline AJCC Certification, an AJCC must meet all of the following requirements:

- The Local Board has implemented a signed MOU with all the required AJCC partners.
- The AJCC has implemented the board-defined roles and responsibilities of the AJCC Operator and Title I Adult and Dislocated Worker Career Services Provider

- The AJCC meets all regulatory requirements to be considered a comprehensive AJCC as identified in the WIOA Joint Final Rule Section 678.305.
- The AJCC ensures equal opportunity for individuals with disabilities in accordance with the American with Disabilities Act, WIOA Section 188, and all other applicable federal and state guidance.

Hallmarks of Excellence AJCC Certification - In order to highlight areas where AJCCs can continuously improve their service delivery, California identified eight Hallmarks of Excellence, with each one ranked on a scale of 1- 5. In order to receive a Hallmarks of Excellence AJCC Certification, an AJCC must meet Baseline AJCC Certification and receive a ranking of a least 3 for each of the following:

- The AJCC physical location enhances the customer experience.
- The AJCC ensures universal access, with an emphasis on individuals with barriers to employment.
- The AJCC actively supports the One-Stop system through effective partnerships.
- The AJCC provides integrated, customer-centered services.
- The AJCC is an on-ramp for skill development and the attainment of industry-recognized credentials which meet the needs of targeted regional sectors and pathways.
- The AJCC actively engages industry and labor and supports regional sector strategies through an integrated business service strategy that focuses on quality jobs.
- The AJCC has high-quality, well-informed, and cross-trained staff.
- The AJCC achieves business results through data-driven continuous improvement.

Since the goal is for Local Boards to work with each of their AJCCs to continually improve and progress within each Hallmark of Excellence, all Local Boards must also develop a continuous improvement plan, with target dates, for each AJCC that outlines how they plan to increase their ranking for each Hallmark of Excellence or maintain their ranking for any Hallmark of Excellence in which they have already achieved a score of 5.

### AJCC Evaluation

California will be conducting an evaluation of the AJCC system through a third party. The purpose of the evaluation is to support the AJCC system's efforts to effectively and efficiently provide workforce and education services to those who need it most, while advancing the policy goals of the State Plan. WIOA significantly changed the workforce system in California. As a result, the AJCC system needs to be evaluated to ensure it continues to meet the needs of its stakeholders, and has the ability to support future workforce development service delivery models. The AJCC Evaluation will have three overarching objectives:

Objective 1 - To understand how different service delivery models affect the overall access to services and the mix of services provided to the client population served.

- Do Local Board decisions pertaining to the competitive procurement of AJCC Operators and the contracting-out of Title I Adult and Dislocated Worker Career Services systematically affect access to services and the propensity to offer some types of services rather than other types of services (including basic and individualized career services, supportive services, training, and AJCC partner services)?

- Are some models associated more with lighter touch interventions while others are associated more with the provision of more intensive (and possibly more expensive) services?
- What are the trade-offs and pros and cons of using the different models?

Objective 2 - To understand how investment decisions pertaining to AJCC infrastructure, staffing levels, and number of locations affect overall access to services and the mix of services provided to the client population served.

- Do Local Board decisions pertaining to AJCC investment in infrastructure, staffing levels, and number of AJCC locations affect access to services and the propensity to offer some types of services rather than other types of services (including basic and individualized career services, supportive services, training, and AJCC partner services)?
- Are some investment decisions associated more with lighter touch interventions while other investment decisions are associated more with the provision of more intensive (and possibly more expensive) services?
- What are the trade-offs and pros and cons of different kinds of investment decisions pertaining to AJCC infrastructure, staffing levels, and number of locations?

Objective 3 - To understand whether there is any relationship between participant program outcomes and the mix of services provided to the client population served. Are service delivery models and/or investment decisions pertaining to AJCCs systematically related to participant program outcomes?

#### Regional Plan Implementation Evaluation

California has utilized WIOA statewide funds to evaluate Regional Plan Implementation (RPI) efforts in the fourteen RPUs. The purpose of the evaluation is to help California assess and evaluate the RPI efforts and the lessons learned from that process by answering the following questions:

- How do Local Boards and their partners in a region work together to define problems, set goals, identify and implement solutions, and assess outcomes? What are those outcomes?
- How do regionalism and local operational authority co-exist? How has regional work impacted the service delivery systems at the local level?
- How have the regions evolved over time, and how can the state support regions in achieving and sustaining their goals in the future?

The RPI evaluation is designed to take a formative approach to the implementation of regional planning across the fourteen RPUs. The goal is to understand the ways each part of the state is approaching regional work and how their efforts to date align with California's overall vision. By understanding the implementation process of each region, California hopes to identify promising practices being used in various regions as well as gaps or challenges in implementing regional strategies and structures.

To standardize findings across the regions, the evaluation will use and build upon the Regional Coordination and Alignment Indicators which were developed as a framework for assessing regional implementation progress in achieving the objectives of the State Plan.

## 5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

### A. FOR TITLE I PROGRAMS

#### I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

The WIOA contains specific guidance that states must follow when allocating federal allotments of Title I Adult, Dislocated Worker, and Youth funds to Local Areas. For the distribution of Title I Adult and Youth funds, California uses the standard allocation method recommended in WIOA. For the distribution of Title I Dislocated Worker funds, California developed a state specific method in accordance with WIOA.

Youth Funds are allocated in accordance with WIOA Section 127 (b)(1)(C)(ii):

- One-third of funds will be distributed on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each Local Area (at least 6.451 percent), compared to the total number of unemployed individuals in areas of substantial unemployment in all Local Areas.
- One-third of funds will be distributed on the basis of the relative share of excess unemployed individuals in each Local Area (at least 4.5 percent), compared to the total excess number of unemployed individuals in all Local Areas.
- One-third of funds will be distributed on the basis of the relative share of economically disadvantaged youth in each Local Area, compared to the total number of economically disadvantaged youth in all Local Areas.

#### Hold Harmless - Adult, Dislocated Worker, and Youth Funds

Effective at the end of the second full fiscal year after the date a Local Area is designated, the Local Area must not receive an allocation percentage for a fiscal year that is less than 90 percent of the average allocation percentage of the Local Area for the two preceding fiscal years. Amounts necessary for increasing such allocations to Local Area to comply with the preceding sentence must be obtained by reducing the allocations to be made to Local Areas whose formula allotment percentage exceeds 90 percent of the prior two year average.

#### II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

The WIOA contains specific guidance that states must follow when allocating federal allotments of Title I Adult, Dislocated Worker, and Youth funds to Local Areas. For the distribution of Title I Adult and Youth funds, California uses the standard allocation method recommended in WIOA. For the distribution of Title I Dislocated Worker funds, California developed a state specific method in accordance with WIOA.

Adult Funds are allocated in accordance with WIOA Section 132 (b)(1)(B)(ii):

- One-third of funds will be distributed on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each Local Area (at least 6.451 percent), compared to the total number of unemployed individuals in areas of substantial unemployment in all Local Areas.
- One-third of funds will be distributed on the basis of the relative share of excess unemployed individuals in each Local Area (at least 4.5 percent), compared to the total excess number of unemployed individuals in all Local Areas.

- One-third of funds will be distributed on the basis of the relative share of economically disadvantaged adults in each Local Area, compared to the total number of economically disadvantaged adults in all Local Areas.

#### Hold Harmless - Adult, Dislocated Worker, and Youth Funds

Effective at the end of the second full fiscal year after the date a Local Area is designated, the Local Area must not receive an allocation percentage for a fiscal year that is less than 90 percent of the average allocation percentage of the Local Area for the two preceding fiscal years. Amounts necessary for increasing such allocations to Local Area to comply with the preceding sentence must be obtained by reducing the allocations to be made to Local Areas whose formula allotment percentage exceeds 90 percent of the prior two year average.

### III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

The WIOA contains specific guidance that states must follow when allocating federal allotments of Title I Adult, Dislocated Worker, and Youth funds to Local Areas. For the distribution of Title I Adult and Youth funds, California uses the standard allocation method recommended in WIOA. For the distribution of Title I Dislocated Worker funds, California developed a state specific method in accordance with WIOA.

Dislocated Worker Funds are allocated in accordance with WIOA Section 133(b)(2):

- Ten percent will be distributed on the basis of the relative number of short-term unemployment insurance claimants in each Local Area, compared to the total number of short-term unemployment insurance claimants in all the Local Areas.
- Thirty percent will be distributed on the basis of the relative number of mid-term unemployment insurance claimants in each Local Area, compared to the total number of mid-term unemployment insurance claimants in all the Local Areas.
- Forty percent will be distributed on the basis of the relative number of long-term unemployment insurance claimants in each Local Area, compared to the total number of long-term unemployment insurance claimants in all the Local Areas.
- Twenty percent will be distributed on the basis of long-term unemployment, which is determined by the percentage of unemployment insurance claimants drawing fifteen weeks or more of benefits and multiplying this by the total number of unemployed civilians in the Local Area relative to the number in all Local Areas.

#### Hold Harmless - Adult, Dislocated Worker, and Youth Funds

Effective at the end of the second full fiscal year after the date a Local Area is designated, the Local Area must not receive an allocation percentage for a fiscal year that is less than 90 percent of the average allocation percentage of the Local Area for the two preceding fiscal years. Amounts necessary for increasing such allocations to Local Area to comply with the preceding sentence must be obtained by reducing the allocations to be made to Local Areas whose formula allotment percentage exceeds 90 percent of the prior two year average.

## B. FOR TITLE II

### I. DESCRIBE HOW THE ELIGIBLE AGENCY WILL AWARD MULTI-YEAR GRANTS OR CONTRACTS ON A COMPETITIVE BASIS TO ELIGIBLE PROVIDERS IN THE STATE, INCLUDING HOW

ELIGIBLE AGENCIES WILL ESTABLISH THAT ELIGIBLE PROVIDERS ARE ORGANIZATIONS OF  
DEMONSTRATED EFFECTIVENESS

Title II

For grant years July 1 2020–June 30, 2023, an open competitive application process will be executed that adheres to the considerations outlined in WIOA Section 231(e). Grant applicants will be required to establish that they have demonstrated effectiveness through performance data on its record of improving the skills of eligible individuals, particularly those who have low levels of literacy. This must be demonstrated in the following content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state’s application for funds. Grant applicants will also be required to provide information regarding outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

Successful applicants in the screening process are allowed to apply online via the RFA process. Agencies must provide narrative detail to the prompts associated with the considerations as specified in the WIOA Section 231(e).

The CDE uses 82.5 percent of the state allocation for local assistance grants. Local assistance grants and contracts are based on the following priorities:

- Populations with greatest need and hardest to serve, which includes adult learners who are performing below the eighth grade level.
- Populations performing at or above the eighth grade level, but who do not have a high school diploma or its equivalent.
- Incarcerated adults or eligible adults residing in state hospitals who perform below the high school graduation level.

For leadership activities, the state allocates 12.5% to provide support for:

- Data and accountability
- Technology and distance learning
- Professional development

The CDE uses the considerations specified in WIOA Section 231(e) to fund eligible providers. Through an RFA process, agencies must provide narrative detail to demonstrate how they will meet each consideration. The CDE monitors successful applicants through a system of reviewing online deliverables and onsite visits for the following:

1. Needs Assessment: The degree to which the provider is responsive to (A) regional needs as identified in the Local Plan under WIOA Section 108; and (B) serving individuals in the community who are identified in such Local Plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills, or who are English Language Learners (ELL).
2. Serving Individuals with Disabilities: The degree to which the provider is able to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.



3. **Past Effectiveness:** The degree to which the provider demonstrates past effectiveness in improving the literacy of eligible individuals to meet state-adjusted levels of performance for the primary indicators of performance described in WIOA Section 116, especially with respect to eligible individuals who have low levels of literacy.
4. **Alignment with AJCC Partners:** The degree to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the Local Plan under WIOA Section 108, as well as the activities and services of the one-stop partners.
5. **Flexible Scheduling:** The degree to which the eligible provider's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains, and uses instructional practices that include the essential components of reading instruction.
6. **Evidence-Based Instructional Practices and Reading Instruction:** The degree to which the eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice.
7. **Effective Use of Technology and Distance Learning:** The degree to which the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.
8. **Facilitate Learning in Context:** The degree to which the eligible provider's activities offer learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and exercise the rights and responsibilities of citizenship.
9. **Qualified Instructors and Staff:** The degree to which the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high quality professional development, including through electronic means.
10. **Partnerships and Support Services for Development of Career Pathways:** The degree to which the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, Local Boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.
11. **High Quality Information and Data Collection System:** The degree to which the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with WIOA Section 116) and to monitor program performance.
12. **Integrated English Literacy and Civics Education:** The degree to which the eligible provider has a demonstrated need for additional English language acquisition programs and civics education programs.

## II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS

The CDE developed internal processes to ensure that there is direct and equitable access to the grant funds. All currently funded providers, public adult schools listed in the current California Public School Directory, and all other identified eligible agencies receive a grant or contract application notification by e-mail. This includes all known community-based organizations, community colleges, libraries, literacy councils, public housing authorities, and any other provider that is eligible pursuant to WIOA Section 203(5). In addition to the general distribution of WIOA Sections 225, 231, and/or 243 application notifications, CDE will post a notice of the availability of funding on the website maintained by the Outreach and Technical Assistance Network. In addition, the CDE provides application information at conferences, workshops, and other activities attended by potential providers.

The CDE requires all eligible providers for WIOA Sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. Statewide leadership activities are provided through contracted service providers in compliance with state contracting requirements. The CDE has also developed interagency agreements with the CDCR, DDS, and the California Youth Authority to provide the appropriate and necessary services for institutionalized adults.

The CDE ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers. During the initial period of the grant submission process, any eligible agency that contacts CDE with an interest in participating will be provided the information needed. The CDE sends notification of availability of applications to all potential new adult education providers in the years when the RFA is open to new applicants. The CDE believes that these approaches meet the requirements specified in WIOA Title II and is satisfied that every effort is made to ensure direct and equitable access.

### C. VOCATIONAL REHABILITATION PROGRAM

A state may be designated as a combined agency, which serves all individuals with disabilities in the state; a general agency, which serves all individuals with disabilities, except those who are blind or visually impaired; or as a state agency for the blind, which provide services only for individuals who are blind or visually impaired. The DOR is designated as a combined agency and, therefore, does administer its vocational rehabilitation program and does not disburse its funds to separate agencies.

## 6. PROGRAM DATA

### A. DATA ALIGNMENT AND INTEGRATION

Due to the size and complexity of California's workforce and education systems, the state does not utilize a one-size fits all tool for achieving data alignment and integration. Rather California utilizes a dual approach of front-end integration through the common intake form and back end integration through CAAL-Skills. Both of which work by pooling data from the Title I, Title II, Title III, and Title IV case management and reporting mechanisms - CalJOBS, TOPSpro Enterprise, and AWARE.

#### Common Intake Form

A statewide co-enrollment workgroup comprised of WIOA core partners, strategic State Plan partners, and regional and local service providers was established to develop strategies to improve alignment for intake, referral, and case management across programs. One of the strategies identified included gathering and assessing various partner programs' intake forms and other sample forms to identify common data elements. The intent was to work jointly to identify the common elements to create tools that would assist WIOA program participants by: streamlining service delivery; maximizing the benefit of multiple support systems; and curbing redundant administrative processes. Partners established a common understanding that in order to advance a whole-person approach to service delivery, it was important to take stock of each respective partners' internal processes. Following an assessment of dozens of program intake forms, a sample document was created by Hanover Research identifying the most common data elements across all sample forms. The co-enrollment workgroup adopted this document as the starting point for developing a statewide workforce common intake form.

Following this initial step, partners agreed to begin exploring how to share common data elements electronically. California is in the process of exploring ways to effectively share common elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other data exchange systems used by program partners. The intent of this electronic data exchange would assist job seekers by reducing the burden of providing the same common items to multiple agencies and allow case managers to identify early opportunities to initiate strategic co-enrollment. For Title II and Title IV partners this effort requires an internal assessment of the viability of establishing a data exchange interface within their systems. The California Department of Education utilizes the TOPSpro Enterprise and the Department of Rehabilitation uses the Accessible Web-Based Activity Reporting Environment (AWARE). CWDB is exploring how this electronic data exchange could create efficiencies across partner programs.

The co-enrollment workgroup continues to meet on a regular basis and is actively developing shared technical assistance tools, including accessible training videos, to expand strategic linkages across programs. CWDB is creating a webpage to host all the shared technical assistance tools and a link will be provided to partners to circulate within each of their respective programs. A detailed and coordinated communication strategy, including a staggered roll-out of the various technical assistance tools, is currently being developed by the workgroup.

### Title I and Title III

The CalJOBS<sup>SM</sup> system serves as the official system of record for federally required data for the following programs:

- Title I Adult.
- Title I Dislocated Worker.
- Title I Youth.
- Title III Wagner-Peyser.
- Jobs for Veterans State Grant.
- Trade Adjustment Assistance.
- National Dislocated Worker Grant.

To ensure compliance with the performance accountability measures outlined in WIOA Section 116, the EDD issued Workforce Services Directive WSD19-03, which provides performance guidance related for all programs using the CalJOBS<sup>SM</sup> system.

To ensure the quarterly and annual participant data submitted to the DOL is accurate, the EDD issued Workforce Services Directive WSD18-02 to outline the process AJCC staff must take to correct data in the CalJOBS<sup>SM</sup> system. The EDD informs all AJCC staff of the year-end reporting schedule to ensure all supplemental data is entered, and that performance data is reviewed prior to the annual report submission.

## Title II

Assessment and accountability services for the Title II program are provided through TOPSpro Enterprise. TOPSpro Enterprise is a database designed to accurately measure progress, mastery of skills, and competencies needed to both complete, and advance one or more Educational Functioning Levels. It automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports.

Features of the data system and relevant processes include the following:

- TOPSpro Enterprise is used to collect and report all student progress and outcome measures, and for collecting information for federal and state annual reporting.
- The system provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction for continuous program improvement.
- The local data is submitted quarterly and annually to the California Department of Education for monitoring and aggregation into state and federal reports.
- TOPSpro Enterprise records each student's goals on entering a class, as well as their educational outcomes.
- Assessment may be formal (e.g., a written test), or informal (e.g., teacher observation of student performance through a check competencies mastered).

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition, Adult Secondary Education, and Adult Basic Education. The data collection process begins with program staff at agencies funded by the AEFLA inputting the data on a daily basis at each site during the program year. Each week the data collected from AEFLA funded agencies is aggregated at a statewide level. The annual data aggregation and data validation begins August 1st of each year. The purpose of the annual data aggregation and validation process is to compile state and federal year-end reports due annually, by October 1st.

## Title IV

DOR utilizes a case management system known as the Accessible Web-Based Activity Reporting Environment (AWARE). In addition to WIOA data reporting, the AWARE system has a financial component utilized for federal reporting requirements. The system contains consumer data, case notes, and information regarding goods/services for consumers.

Data are collected and inputted in-house by vocational rehabilitation staff located statewide in 13 geographic districts. DOR continues to train staff on the current processes, and new

processes as needed, and use AWARE to collect WIOA data. DOR collects and reports summary data in a federally mandated format called the Rehabilitation Services Administration Case Service Report. The RSA-911 report is submitted quarterly for the preceding quarter of the fiscal year by each state's vocational rehabilitation agency.

DOR continues to engage with workforce partners to determine how to unite data and share it across programs. DOR will continue to engage in conversations on data sharing and efforts currently underway to improve data sharing efforts.

### CAAL-Skills

California has continued to work on the CAAL-Skills Program. The purpose of CAAL-Skills is to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. CAAL-Skills enables the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes (e.g., employment, wages and education/training attainment).

The California Policy Lab, comprised of research and data science experts from UCLA and UC Berkeley, has been engaged by the CWDB to evaluate the data provided by CAAL-Skills partners in fulfillment of the federal requirements outlined in WIOA Section 116.

Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards
- Community Colleges Chancellor's Office
- Employment Training Panel
- Department of Social Services
- Employment Development Department
- Department of Education
- Department of Corrections and Rehabilitation
- Department of Rehabilitation
- Pilot counties

Although CAAL-Skills provides the ability to collect, store and analyze workforce-related information, it does not include a user-friendly interface or web-portal to help individuals identify those workforce development, training and related-education program that best suits their needs. CAAL-Skills also does not include an electronic interface with other longitudinal data systems at this time. Therefore, the CWDB received federal grant funding from DOL to create:

- A user-friendly public interface (via a web portal), including an interactive dashboard and query tool, that will help workforce system customers and potential customers select the workforce development, training and related education programs that best suit their needs; and,
- A technical interface that will facilitate the exchange of information with other longitudinal systems. The interface proposed, will establish the technical infrastructure

that will provide interface options allowing the transfer of data between CAAL-Skills and other systems.

California recently invested \$10 million toward planning efforts for the creation of a statewide education data system that will follow children from infancy through the workplace. This includes establishing a Cradle to Career Data Systems Working Group to recommend data system structural components, processes, and options as well as advise ongoing efforts to develop, administer, and enhance the data system. CWDB staff are participating in these discussions for the purpose of exploring potential interface with the CAAL-Skills program.

Due to the size and complexity of California's workforce and education systems, the state does not utilize a one-size fits all tool for achieving data alignment and integration. Rather California utilizes a dual approach of front-end integration through the common intake form and back end integration through CAAL-Skills. Both of which work by pooling data from the Title I, Title II, Title III, and Title IV case management and reporting mechanisms - CalJOBS, TOPSpro Enterprise, and AWARE.

#### Common Intake Form

A statewide co-enrollment workgroup comprised of WIOA core partners, strategic State Plan partners, and regional and local service providers was established to develop strategies to improve alignment for intake, referral, and case management across programs. One of the strategies identified included gathering and assessing various partner programs' intake forms and other sample forms to identify common data elements. The intent was to work jointly to identify the common elements to create tools that would assist WIOA program participants by: streamlining service delivery; maximizing the benefit of multiple support systems; and curbing redundant administrative processes. Partners established a common understanding that in order to advance a whole-person approach to service delivery, it was important to take stock of each respective partners' internal processes. Following an assessment of dozens of program intake forms, a sample document was created by Hanover Research identifying the most common data elements across all sample forms. The co-enrollment workgroup adopted this document as the starting point for developing a statewide workforce common intake form.

Following this initial step, partners agreed to begin exploring how to share common data elements electronically. California is in the process of exploring ways to effectively share common elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other data exchange systems used by program partners. The intent of this electronic data exchange would assist job seekers by reducing the burden of providing the same common items to multiple agencies and allow case managers to identify early opportunities to initiate strategic co-enrollment. For Title II and Title IV partners this effort requires an internal assessment of the viability of establishing a data exchange interface within their systems. The California Department of Education utilizes the TOPSpro Enterprise and the Department of Rehabilitation uses the Accessible Web-Based Activity Reporting Environment (AWARE). CWDB is exploring how this electronic data exchange could create efficiencies across partner programs.

The co-enrollment workgroup continues to meet on a regular basis and is actively developing shared technical assistance tools, including accessible training videos, to expand strategic linkages across programs. CWDB is creating a webpage to host all the shared technical assistance tools and a link will be provided to partners to circulate within each of their respective programs. A detailed and coordinated communication strategy, including a staggered

roll-out of the various technical assistance tools, is currently being developed by the workgroup.

### Title I and Title III

The CalJOBS<sup>SM</sup> system serves as the official system of record for federally required data for the following programs:

- Title I Adult.
- Title I Dislocated Worker.
- Title I Youth.
- Title III Wagner-Peyser.
- Jobs for Veterans State Grant.
- Trade Adjustment Assistance.
- National Dislocated Worker Grant.

To ensure compliance with the performance accountability measures outlined in WIOA Section 116, the EDD issued Workforce Services Directive WSD19-03, which provides performance guidance related for all programs using the CalJOBS<sup>SM</sup> system.

To ensure the quarterly and annual participant data submitted to the DOL is accurate, the EDD issued Workforce Services Directive WSD18-02 to outline the process AJCC staff must take to correct data in the CalJOBS<sup>SM</sup> system. The EDD informs all AJCC staff of the year-end reporting schedule to ensure all supplemental data is entered, and that performance data is reviewed prior to the annual report submission.

### Title II

Assessment and accountability services for the Title II program are provided through TOPSpro Enterprise. TOPSpro Enterprise is a database designed to accurately measure progress, mastery of skills, and competencies needed to both complete, and advance one or more Educational Functioning Levels. It automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports.

Features of the data system and relevant processes include the following:

- TOPSpro Enterprise is used to collect and report all student progress and outcome measures, and for collecting information for federal and state annual reporting.
- The system provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction for continuous program improvement.
- The local data is submitted quarterly and annually to the California Department of Education for monitoring and aggregation into state and federal reports.
- TOPSpro Enterprise records each student's goals on entering a class, as well as their educational outcomes.

- Assessment may be formal (e.g., a written test), or informal (e.g., teacher observation of student performance through a check competencies mastered).

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition, Adult Secondary Education, and Adult Basic Education. The data collection process begins with program staff at agencies funded by the AEFLA inputting the data on a daily basis at each site during the program year. Each week the data collected from AEFLA funded agencies is aggregated at a statewide level. The annual data aggregation and data validation begins August 1st of each year. The purpose of the annual data aggregation and validation process is to compile state and federal year-end reports due annually, by October 1st.

#### Title IV

DOR utilizes a case management system known as the Accessible Web-Based Activity Reporting Environment (AWARE). In addition to WIOA data reporting, the AWARE system has a financial component utilized for federal reporting requirements. The system contains consumer data, case notes, and information regarding goods/services for consumers.

Data are collected and inputted in-house by vocational rehabilitation staff located statewide in 13 geographic districts. DOR continues to train staff on the current processes, and new processes as needed, and use AWARE to collect WIOA data. DOR collects and reports summary data in a federally mandated format called the Rehabilitation Services Administration Case Service Report. The RSA-911 report is submitted quarterly for the preceding quarter of the fiscal year by each state's vocational rehabilitation agency.

DOR continues to engage with workforce partners to determine how to unite data and share it across programs. DOR will continue to engage in conversations on data sharing and efforts currently underway to improve data sharing efforts.

#### CAAL-Skills

California has continued to work on the CAAL-Skills Program. The purpose of CAAL-Skills is to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. CAAL-Skills enables the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes (e.g., employment, wages and education/training attainment).

The California Policy Lab, comprised of research and data science experts from UCLA and UC Berkeley, has been engaged by the CWDB to evaluate the data provided by CAAL-Skills partners in fulfillment of the federal requirements outlined in WIOA Section 116.

Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards
- Community Colleges Chancellor's Office
- Employment Training Panel
- Department of Social Services
- Employment Development Department
- Department of Education
- Department of Corrections and Rehabilitation



- Department of Rehabilitation
- Pilot counties

Although CAAL-Skills provides the ability to collect, store and analyze workforce-related information, it does not include a user-friendly interface or web-portal to help individuals identify those workforce development, training and related-education program that best suits their needs. CAAL-Skills also does not include an electronic interface with other longitudinal data systems at this time. Therefore, the CWDB received federal grant funding from DOL to create:

- A user-friendly public interface (via a web portal), including an interactive dashboard and query tool, that will help workforce system customers and potential customers select the workforce development, training and related education programs that best suit their needs; and,
- A technical interface that will facilitate the exchange of information with other longitudinal systems. The interface proposed, will establish the technical infrastructure that will provide interface options allowing the transfer of data between CAAL-Skills and other systems.

California recently invested \$10 million toward planning efforts for the creation of a statewide education data system that will follow children from infancy through the workplace. This includes establishing a Cradle to Career Data Systems Working Group to recommend data system structural components, processes, and options as well as advise ongoing efforts to develop, administer, and enhance the data system. CWDB staff are participating in these discussions for the purpose of exploring potential interface with the CAAL-Skills program.

Due to the size and complexity of California's workforce and education systems, the state does not utilize a one-size fits all tool for achieving data alignment and integration. Rather California utilizes a dual approach of front-end integration for alignment of intake and service delivery through the common intake form and back end integration for the alignment of assessment and evaluation through CAAL-Skills and CalJOBS<sup>SM</sup>.

#### Common Intake Form

A statewide co-enrollment workgroup was established to gather various WIOA partner programs' intake forms, which were then consolidated into one document by Hanover Research. The co-enrollment workgroup adopted this document as the starting point for a statewide workforce common intake form. To operationalize the form, an electronic common intake form that interacted with the partner programs' independent systems was created.

California is exploring ways to electronically share common data elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other program partners. The intent would be to assist job seekers by reducing the burden of providing the same common items to multiple agencies (if receiving services from multiple programs), streamline data collection for staff, and assist programs with identifying potentially eligible individuals.

#### CAAL-Skills

California has continued to work on the CAAL-Skills Program. The purpose of CAAL-Skills is to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. CAAL-Skills enables the evaluation of workforce

programs individually and collectively at the regional level through the assessment of outcomes (e.g., employment, wages and education/training attainment).

The California Policy Lab, comprised of research and data science experts from UCLA and UC Berkeley, has been engaged by the CWDB to evaluate the data provided by CAAL-Skills partners in fulfillment of the federal requirements outlined in WIOA Section 116.

Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards
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Although CAAL-Skills provides the ability to collect, store and analyze workforce-related information, it does not include a user-friendly interface or web-portal to help individuals identify those workforce development, training and related-education program that best suits their needs. CAAL-Skills also does not include an electronic interface with other longitudinal data systems at this time. Therefore, the CWDB received federal grant funding from DOL to create:

- A user-friendly public interface (via a web portal), including an interactive dashboard and query tool, that will help workforce system customers and potential customers select the workforce development, training and related education programs that best suit their needs; and,
- A technical interface that will facilitate the exchange of information with other longitudinal systems. The interface proposed, will establish the technical infrastructure that will provide interface options allowing the transfer of data between CAAL-Skills and other systems, such as the one being considered by the California Assembly.

California recently invested \$10 million toward planning efforts for the creation of a statewide education data system that will follow children from infancy through the workplace. This includes establishing a Cradle to Career Data Systems Working Group to recommend data system structural components, processes, and options as well as advise ongoing efforts to develop, administer, and enhance the data system. CWDB staff will be participating in these discussions for the purpose of exploring potential interface with the CAAL-Skills program.

#### CalJOBS<sup>SM</sup> Reporting

For the purpose of developing and producing reports as required under WIOA Section 116, the CalJOBS<sup>SM</sup> system also serves as the official system of record for federally required data for the following programs:

- Title I Adult.
- Title I Dislocated Worker.
- Title I Youth.
- Title III Wagner-Peyser.
- Jobs for Veterans State Grant.
- Trade Adjustment Assistance.
- National Dislocated Worker Grant.

To ensure compliance with the performance accountability measures outlined in WIOA Section 116, the EDD issued Workforce Services Directive WSD19-03, which provides performance guidance related for all programs using the CalJOBS<sup>SM</sup> system.

Additionally, Workforce Services Information Notice WSIN17-09 provides AJCC staff with information regarding how to track services provided to individuals and employers in the CalJOBS<sup>SM</sup> system, and provides a link to the data element(s) each CalJOBS<sup>SM</sup> activity code maps to in the Participant Individual Record Layout.

To ensure the quarterly and annual participant data submitted to the DOL is accurate, the EDD issued Workforce Services Directive WSD18-02 to outline the process AJCC staff must take to correct data in the CalJOBS<sup>SM</sup> system. The EDD informs all AJCC staff of the year-end reporting schedule to ensure all supplemental data is entered, and that performance data is reviewed prior to the annual report submission.

Due to the size and complexity of California's workforce and education systems, the state does not utilize a one-size fits all tool for achieving data alignment and integration. Rather California utilizes a dual approach of front-end integration through the common intake form and back end integration through CAAL-Skills. Both of which work by pooling data from the Title I, Title II, Title III, and Title IV case management and reporting mechanisms - CalJOBS, TOPSpro Enterprise, and AWARE.

### Common Intake Form

A statewide co-enrollment workgroup comprised of WIOA core partners, strategic State Plan partners, and regional and local service providers was established to develop strategies to improve alignment for intake, referral, and case management across programs. One of the strategies identified included gathering and assessing various partner programs' intake forms and other sample forms to identify common data elements. The intent was to work jointly to identify the common elements to create tools that would assist WIOA program participants by: streamlining service delivery; maximizing the benefit of multiple support systems; and curbing redundant administrative processes. Partners established a common understanding that in order to advance a whole-person approach to service delivery, it was important to take stock of each respective partners' internal processes. Following an assessment of dozens of program intake forms, a sample document was created by Hanover Research identifying the most common data elements across all sample forms. The co-enrollment workgroup adopted this document as the starting point for developing a statewide workforce common intake form.

Following this initial step, partners agreed to begin exploring how to share common data elements electronically. California is in the process of exploring ways to effectively share common elements and trigger referrals between CalJOBS<sup>SM</sup>, a data exchange, and other data

exchange systems used by program partners. The intent of this electronic data exchange would assist job seekers by reducing the burden of providing the same common items to multiple agencies and allow case managers to identify early opportunities to initiate strategic co-enrollment. For Title II and Title IV partners this effort requires an internal assessment of the viability of establishing a data exchange interface within their systems. The California Department of Education utilizes the TOPSpro Enterprise and the Department of Rehabilitation uses the Accessible Web-Based Activity Reporting Environment (AWARE). CWDB is exploring how this electronic data exchange could create efficiencies across partner programs.

The co-enrollment workgroup continues to meet on a regular basis and is actively developing shared technical assistance tools, including accessible training videos, to expand strategic linkages across programs. CWDB is creating a webpage to host all the shared technical assistance tools and a link will be provided to partners to circulate within each of their respective programs. A detailed and coordinated communication strategy, including a staggered roll-out of the various technical assistance tools, is currently being developed by the workgroup.

### Title I and Title III

The CalJOBS<sup>SM</sup> system serves as the official system of record for federally required data for the following programs:

- Title I Adult.
- Title I Dislocated Worker.
- Title I Youth.
- Title III Wagner-Peyser.
- Jobs for Veterans State Grant.
- Trade Adjustment Assistance.
- National Dislocated Worker Grant.

To ensure compliance with the performance accountability measures outlined in WIOA Section 116, the EDD issued Workforce Services Directive WSD19-03, which provides performance guidance related for all programs using the CalJOBS<sup>SM</sup> system.

To ensure the quarterly and annual participant data submitted to the DOL is accurate, the EDD issued Workforce Services Directive WSD18-02 to outline the process AJCC staff must take to correct data in the CalJOBS<sup>SM</sup> system. The EDD informs all AJCC staff of the year-end reporting schedule to ensure all supplemental data is entered, and that performance data is reviewed prior to the annual report submission.

### Title II

Assessment and accountability services for the Title II program are provided through TOPSpro Enterprise. TOPSpro Enterprise is a database designed to accurately measure progress, mastery of skills, and competencies needed to both complete, and advance one or more Educational Functioning Levels. It automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports.

Features of the data system and relevant processes include the following:

- TOPSpro Enterprise is used to collect and report all student progress and outcome measures, and for collecting information for federal and state annual reporting.
- The system provides student, class, and program reports that enable local providers to have immediate access to the data for targeting instruction for continuous program improvement.
- The local data is submitted quarterly and annually to the California Department of Education for monitoring and aggregation into state and federal reports.
- TOPSpro Enterprise records each student's goals on entering a class, as well as their educational outcomes.
- Assessment may be formal (e.g., a written test), or informal (e.g., teacher observation of student performance through a check competencies mastered).

The data collected consists of measurable skill gains in the following programs areas: English Language Acquisition, Adult Secondary Education, and Adult Basic Education. The data collection process begins with program staff at agencies funded by the AEFLA inputting the data on a daily basis at each site during the program year. Each week the data collected from AEFLA funded agencies is aggregated at a statewide level. The annual data aggregation and data validation begins August 1st of each year. The purpose of the annual data aggregation and validation process is to compile state and federal year-end reports due annually, by October 1st.

#### Title IV

DOR utilizes a case management system known as the Accessible Web-Based Activity Reporting Environment (AWARE). In addition to WIOA data reporting, the AWARE system has a financial component utilized for federal reporting requirements. The system contains consumer data, case notes, and information regarding goods/services for consumers.

Data are collected and inputted in-house by vocational rehabilitation staff located statewide in 13 geographic districts. DOR continues to train staff on the current processes, and new processes as needed, and use AWARE to collect WIOA data. DOR collects and reports summary data in a federally mandated format called the Rehabilitation Services Administration Case Service Report. The RSA-911 report is submitted quarterly for the preceding quarter of the fiscal year by each state's vocational rehabilitation agency.

DOR continues to engage with workforce partners to determine how to unite data and share it across programs. DOR will continue to engage in conversations on data sharing and efforts currently underway to improve data sharing efforts.

#### CAAL-Skills

California has continued to work on the CAAL-Skills Program. The purpose of CAAL-Skills is to unite workforce system partners in a program that enables a holistic yet statistically rigorous assessment of California's workforce system. CAAL-Skills enables the evaluation of workforce programs individually and collectively at the regional level through the assessment of outcomes (e.g., employment, wages and education/training attainment).

The California Policy Lab, comprised of research and data science experts from UCLA and UC Berkeley, has been engaged by the CWDB to evaluate the data provided by CAAL-Skills partners in fulfillment of the federal requirements outlined in WIOA Section 116.

Current data sharing partners include:

- Department of Industrial Relations-Division of Apprenticeship Standards
- Community Colleges Chancellor's Office
- Employment Training Panel
- Department of Social Services
- Employment Development Department
- Department of Education
- Department of Corrections and Rehabilitation
- Department of Rehabilitation
- Pilot counties

Although CAAL-Skills provides the ability to collect, store and analyze workforce-related information, it does not include a user-friendly interface or web-portal to help individuals identify those workforce development, training and related-education program that best suits their needs. CAAL-Skills also does not include an electronic interface with other longitudinal data systems at this time. Therefore, the CWDB received federal grant funding from DOL to create:

- A user-friendly public interface (via a web portal), including an interactive dashboard and query tool, that will help workforce system customers and potential customers select the workforce development, training and related education programs that best suit their needs; and,
- A technical interface that will facilitate the exchange of information with other longitudinal systems. The interface proposed, will establish the technical infrastructure that will provide interface options allowing the transfer of data between CAAL-Skills and other systems.

California recently invested \$10 million toward planning efforts for the creation of a statewide education data system that will follow children from infancy through the workplace. This includes establishing a Cradle to Career Data Systems Working Group to recommend data system structural components, processes, and options as well as advise ongoing efforts to develop, administer, and enhance the data system. CWDB staff are participating in these discussions for the purpose of exploring potential interface with the CAAL-Skills program.

#### B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

##### **STATE PLAN RUBRIC**

Past Assessments of Core and One-Stop Partner Programs: Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

##### **Description of Overall Approach to Assessment Activities**

Evaluation and assessment activities in California deploy a variety of qualitative and quantitative research methodologies to assess program efficacy using both in-house staff and contract researchers. Preferred methods include survey research, focus groups, communities of practice, literature reviews, analyses of descriptive statistics, and applied inferential statistics. Some of these activities happen during the course of regular operations, for example, through routine structured interactions with organizations receiving workforce grants, and through the implementation of the Cross-System Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) workforce data initiative. Other evaluation and assessment activities are formalized and implemented through the use of third party subject matter experts hired to provide specialized research.

Typically the state's evaluation and assessment activities aim to investigate how specific operational practices and policy interventions affect the success of workforce programs and their participants. Relevant research questions include the following:

- What types of services are most likely to improve the labor market outcomes of program participants, especially over the medium to long term?
- How can operational practices be better structured to facilitate improved operations and better outcomes for workforce program participants?
- What program supports ensure program sustainability, continued program participation for participants, and limit premature program exit for participants while ensuring innovation and sustainability?
- What practices facilitate partnership between service providers?
- What practices facilitate regional partnerships and industry engagement?
- How can services be made more customer-centered?

Answering these types of questions requires taking a long and broad view on program operations and outcomes. The sections that follow provide an overview of assessment and evaluation activity that has taken place since July 1, 2018.

#### Overview of Assessment Activities July 1, 2018 through June 30, 2020

The following is a list of core and other one stop partner program evaluation and assessment activities initiated, developed, and/or completed in the two year window between July 1, 2018 and June 30, 2020.

- Evaluations of Slingshot and Workforce Accelerator "Innovation" Grant Programs (Initiated May 2017, Completed December 2018)
- Evaluation of High Road Training Partnerships (Initiated January 2017, Anticipated Completion Spring 2021)
- Evaluations of Regional Plan Implementation Grants 2.0 and 3.0 (Initiated February 2019, Anticipated Completion December 2021)
- Evaluation of AB 1111 State Funded Grant Program (Initiated July 2019, Anticipated Completion Fall 2021)
- Evaluation of America's Job Centers of California (Initiated Summer 2019, Anticipated Completion December 2021)

- Development of the CAAL-Skills Data Repository (initiated August 2016, continual ongoing development through the present)
- Development of the CAAL-Skills Workforce Metrics Dashboard 2020 Report (Initiated in Spring 2017, Anticipated Completion Fall 2020)
- Development of the CAAL-Skills Workforce Metrics Dashboard 2022 Report (Initiated Summer 2019, Anticipated Completion Fall 2022)
- California Policy Lab (UC Regents) analysis of CAAL-Skills workforce program data (Initiated Summer 2018, Anticipated Completion August 2021)

These assessments and findings are described in the paragraphs that follow, highlighting methodologies employed, timelines adopted, and key findings and recommendations where appropriate. The manner in which findings and recommendations have impacted state policy and strategy is summarized in narrative that follows the assessment summaries.

### **Descriptive Summaries of Contract Evaluation Activities**

#### **Evaluation of Slingshot and Workforce Accelerator**

##### **Governor’s Discretionary Fund “Innovation” Grant Programs**

**(Initiated May 2017, Completed December 2018)**

#### **Background**

Launched in 2014, SlingShot was California’s regional prosperity initiative. The initiative was focused on bringing together leaders from industry, education and government – including both the economic and workforce development systems – to identify and address ‘demand-side’ workforce issues as well as expanding opportunities for economic mobility. The state’s 12 SlingShot regions represented the broad geographic, demographic and economic diversity that makes up California. Work done under the SlingShot initiative set the stage for regional work that continues today in California’s 15 Regional Planning Units (RPU’s).

The Workforce Accelerator Fund (Accelerator), launched in 2014, is a grant program that continues to provide resources to innovative projects with the goal of helping individuals with barriers to employment find jobs and advance in careers at wage levels that support their economic well-being. Through the Accelerator initiative, the State Board has awarded over a hundred grants testing innovative ideas, forging new partnerships, and creating new models and modes of service delivery to improve participant outcomes.

#### **Evaluation Overview**

In June 2017, the California Workforce Development Board awarded the Corporation for a Skilled Workforce (CSW), Social Policy Research Associates (SPRA), and BW Research Partnership (BW) contracts to analyze the Slingshot and Workforce Accelerator Grant Programs and to make recommendations to improve the programs. CSW served as the evaluation coordinator for the research being conducted while BW served as the principal researcher for SlingShot and SPRA served as the principal researcher for Accelerator.

Researchers used a variety of methodologies to study both grant programs, including site visits, interviews, and data analysis. The evaluation contracts were extended during the course of 2018 through to December 2018 to further facilitate dissemination of findings.

#### **The SlingShot Evaluation**



BW Research Partnership evaluated the statewide SlingShot initiative and sought to do the following:

- Understand what regions learned from SlingShot
- Understand how the initiative evolved over time
- Understand how regional engagement efforts could be built and sustained
- Understand how to scale efforts for greater impact

The evaluators identified the following “challenge themes” from participants in the SlingShot Grant program:

- **Industry Engagement:** Despite many initial successes in the SlingShot initiative, it was still difficult engaging industry stakeholders in a consistent and significant way. All regions identified ongoing industry engagement as a major obstacle to progress, though many were encouraged by examples where individual companies actively engaged.
- **Sustainability:** Successfully innovating and creating system change typically takes time as well as trust and credibility with industry, education and community partners. Regions consistently identified the challenges associated with sustainability: growing trust and credibility with partners; developing early-stage innovation, planning and implementing to scale and expanding but with uncertainty about the timing of additional resources. All systems resist change and tend to remain inert without the necessary set of factors to help them move to a new condition. There is also great elasticity built into all systems, and they will return to their previous state unless there is deliberate and sustained pressure to move to a new model.

The evaluators identified the following “success themes” from participants in the SlingShot Grant program:

- **Empowering Regional Collaboration:** While the Slingshot initiative emphasized new and innovative approaches, the fact is that the ability to move quickly, engage employers and other partners, create new programs and pathways, vet industry-recognized credentials, and braid existing resources was often built upon prior relationships among partners who had developed trust by working together and collaborating on earlier projects or plans.
- **Key Players as Catalysts:** Looking across the profiles of all regions, the impact of SlingShot’s role of introducing “catalysts” into the system becomes clear. In the success stories of each region, there were always key players, be they individuals or organizations that acted as catalysts, without whom critical connections would not have been made, foundational programs and processes would not have been developed, and important stakeholders would not have been engaged and brought into the fold. In the absence of such key players acting as catalysts, supported by the SlingShot model, it is difficult to imagine these types of innovations coming to fruition so consistently and frequently across regions.
- **Flexibility to Experiment and Pivot:** In a state the size of California, with its regional economic and demographic diversity, it is clear that the problems, opportunities and solutions will vary immensely from region to region. A “one-size-fits-all” approach to workforce development and innovation would clearly not be viable. Regions were offered flexibility in embracing the SlingShot process and tailoring it to the unique needs

of each region, along with the latitude and time to try new strategies and program designs – and then to change direction based on early learnings. This aspect of the initiative was vital to the overall success of SlingShot.

Additionally the evaluators identified the following key recommendations to the State:

- There is a need to support efforts that grow stronger regional networks and deeper collaboration. The state can support these efforts by first understanding the level of engagement necessary to build collaboration and sustainable system change. Activities the state can use to support these efforts include making opportunities available for regions to bring together regional partners, either through state-funded convenings or by creating viable networks for regions to share planning and implementation activities.
- There is a need to continue supporting regional “pivoting” due to changing labor markets or partner dynamics. Regions consistently voiced that the ability to pivot in response to new information and incorporate evolving input from regional partners was an essential characteristic of successful SlingShot initiatives. The state is instrumental in a region’s ability to be nimble and responsive to regional partners and labor market needs. Being open to the emergent nature of employers-voiced skill needs, and how regional education and training partners can adapt to those needs is vital.
- There is continued need to elevate regional communication and information sharing. To build trust and flexibility, regions committed themselves to improving communication and information sharing, both internally and externally. Nevertheless, an important state role is identifying, describing and categorizing best practices, consistent protocols and other standardized practices for regional engagement.
- There is a need to support formal decision-making processes and shared administrative responsibilities at the regional level. Decision making structures and administrative responsibilities imply power determinations. SlingShot was about shared power among many partners. The state can support emerging decision-making processes by ensuring that the flexibility inherent in SlingShot continues into future initiatives, particularly as it relates to formal decision-making and administrative responsibilities.
- There is a need to measure what matters. No matter what the stage of development or the final objectives of the project, it is invaluable for regions to begin the process of deciding what to measure, and then starting to measure what is important, to the point where their efforts become based on targets set and modified as additional information and learning dictates.

The manner in which these findings have shaped state strategy are addressed in the narrative that follows the descriptions of assessments.

#### The Accelerator Evaluation

Social Policy Research Associates (SPR) evaluated the first five grant cycles of the Workforce Accelerator Fund (Accelerator) to learn about how the Accelerator initiative worked operationally on the ground as well as the way the initiative helped the workforce system build capacity to innovate. SPRA’s findings include the following:

- Direct service approaches were more common among grantees than were indirect ones, but projects combining both direct and indirect approaches were most common.

- Just over half of projects were new endeavors to Accelerator grantees. Slightly more projects were new approaches to grantees as compared to projects that strengthened or enhanced projects previously piloted by grantees.
- Most grantees were well-connected to regional planning efforts. Over 75 percent of grantees reported being part of a regional planning effort including Adult Education Block Grants, the California Community College Strong Workforce Initiative, the State Board's SlingShot Initiative, or RPU.
- Around two-thirds of the Accelerator projects and funds were awarded to grantee organizations that identified as non-profit, education, or labor agencies.
- Grantees identified gaps in serving high barrier populations in their area. They responded to the goals of the Accelerator by engaging customers and partners to gain an understanding of issues facing their communities.
- Grantees designed new and innovative approaches to address the issues they identified, employing multiple wide-ranging strategies to improve employment and earnings for participants. Also, many developed a capacity for innovation that will foster on-going innovative practices within their organizations.
- Grantees defined success outside the bounds of WIOA performance measures. Grantees used the opportunity presented by Accelerator to test out new ideas with goals that differed from WIOA-defined outcomes. In some cases, they arrived at innovations that were ready to be sustained or scaled.
- Grantees scaled their projects in size, population, scope, or reach. These approaches included: increasing the number of job seekers or employers served; serving additional types of job seekers or employers; expanding the type or nature of services provided; or expanding to new geographic areas.
- For some projects, successful scaling was critical to sustainability and occurred simultaneously rather than after a project was sustained. This occurred primarily when projects needed to expand to reduce costs or operated in a way in which they did not need to continue service delivery in an area once initially delivered.
- Accelerator facilitated systems change with a small "s" by helping grantees institutionalize changes within their organizations. These small "s" changes included: using data more effectively, developing partnerships with new types of organizations, serving employers and job seekers with barriers, and developing a capacity to innovate.
- Accelerator facilitated systems change with a large "S" by shifting California's public workforce system as a whole. These large "S" changes included: diversifying the types of organizations in the system, encouraging traditional workforce system agencies to work with new partners, helping the system improve services to barriered job seekers and employers, and helping the system to coordinate and integrate programs and services.

The evaluators made the following program recommendations:

- Grantees, and the workforce system as a whole, would benefit from longer initial Accelerator grant periods and new grant types focused on sustaining and expanding as well as scaling to new geographic areas.

- Additional research and evaluation would support sustaining and scaling. Many Accelerator projects show promising results, but these results typically have not been rigorously tested. Furthermore, grantees worked with relatively small numbers of job seekers and employers so any evidence of effectiveness is still preliminary. Additional evaluation support—through technical assistance or the hiring of evaluators—would help grantees refine outcome measures, develop stronger data collection methods, and improve their evaluation designs.
- Certain policy levers may support sustaining and scaling Accelerator projects. Some Workforce Development Boards (WDBs) are unwilling to use Workforce Innovation and Opportunity Act (WIOA) Title IB formula funds to serve barriered individuals due to concerns about how these individuals might affect performance measures, even despite the promising results from many Accelerator projects that aid these populations.

The manner in which these findings have shaped state strategy are addressed in the narrative that follows the descriptions of assessments.

## **Evaluation of High Road Training Partnerships**

### **Governor’s Discretionary Fund Grant Program**

#### **(Initiated January 2017, Anticipated Completion Spring 2021)**

The High Road Training Partnerships (H RTP) initiative is a sector-based approach to addressing critical workforce issues related to equity, job quality, and environmental sustainability. H RTPs are industry-based, worker-focused training partnerships that build skills for California’s high road employers—firms that compete based on quality of product and service achieved through innovation and investment in human capital. H RTPs generate family-supporting jobs and have the following characteristics:

- **Industry-Led Problem Solving:** Foundational is that the industry – including leaders representing both employers and workers – lead the problem solving for the workforce demands unique to that industry.
- **Partnerships as a Priority:** It is key to have strong and durable industry partnership as a goal in and of itself. Here it means a formal relationship that is neither loose nor ad hoc, but forms the basis of sustained problem-solving.
- **Worker Wisdom:** Existing H RTPs in California have developed innovative ways to explicitly bring worker voice into their strategies and tactics as a core value undergirding the partnership.
- **Industry-Driven Education & Training Solutions:** Partnerships can tap into training that already exists, develop and deliver their own programs, or use a hybrid approach specific to their particular workforce needs.

In December 2017, the California Workforce Development Board executed a contract with the UCLA Labor Center to develop a process evaluation for the High Road Training Partnerships Initiative, documenting the experience of H RTP project partners and monitoring their successes and challenges as they work to address economic inequality, climate change, and job quality utilizing a regional workforce skills infrastructure and labor management partnerships. The contract was subsequently extended in April 2020.

The UCLA evaluation is qualitative in nature and primarily utilizes interviews and stakeholder engagement to develop rich contextual case study descriptions pertaining to the manner in

which High Road Training Partnerships operate. To date, the evaluator has drafted eight case studies covering workforce partnership activities in the following industry sectors: Logistics, Healthcare, Hospitality, Janitorial, Ports, Transit, Public Service, and Water Utilities. A review of these case studies suggests the following:

- Intermediaries are key to the development of Industry partnerships
- Skills training must be informed by the subject matter expertise of industry leaders
- Disadvantaged communities can access good jobs through the building of a regional skills infrastructure that provides the proper program supports to those receiving training

Work for this evaluation is ongoing and is expected to be complete in Spring 2021 though information gleaned from the case studies already informs the state's strategies for program development. This is addressed in the narrative that follows the descriptions of assessments.

### **Evaluation of Regional Plan Implementation**

#### **Governor's Discretionary Fund Grant Programs 2.0 and 3.0**

##### **(Initiated February 2019, Anticipated Completion December 2021)**

Since the first WIOA State Plan, California has emphasized the need for workforce programs to collaborate regionally to align programs and services with the needs of regional industry sectors driving economic development and job growth. The CWDB has organized the state's various Local Workforce Development Boards into Regional Planning Units (RPUs) and has required LWDBs in RPUs to develop regional plans explaining how local services and operations are articulated with regional labor market dynamics. Regional efforts under WIOA are an outgrowth of regional initiatives undertaken as part of the SlingShot Initiative. The CWDB has supported these efforts by investing discretionary funds in local efforts to implement regional plans.

In May of 2019, the California Workforce Development Board executed a contract with the Corporation for a Skilled Workforce and the Council for Adult and Experiential Learning (CAEL) to provide an assessment and evaluation of State efforts to build regional partnerships and support the implementation of WIOA Regional Plans using discretionary funds. This contract was updated in May of 2020 to ensure that activities for two separate RPU grant periods were included in the scope of work.

The RPI evaluation is designed to take a formative approach, informed by elements of developmental evaluation, to the implementation of regional planning across the fourteen workforce development regions. The goal is to understand the ways each part of the state is approaching regional work and how their efforts to date align with CWDB's overall vision. By understanding the implementation process of each region, CSW hopes to identify promising practices being used in various regions as well as gaps or challenges in implementing regional visions.

Qualitative research methods are being used to identify common elements of regional work across the fourteen diverse regions. Data collection activities involve the participation of lead project staff, decision makers and regional partners. The objective is to develop a clear picture of the state's vision for regions by doing all of the following:

- Understanding the policy rationale for regionalism, including the statutory framework and the state plan vision

- Conducting interviews and focus groups with local workforce board directors, regional leadership, regional organizers (ROs) and training coordinators (RTCs), technical assistance providers and relevant project stakeholders and staff to develop a detailed and contextually rich examination of the regions, focusing on successful initiatives and lessons learned
- Conducting site visits to leverage engagement with regional partnership stakeholders, including (potentially) employers and other community partners
- Developing a synthesis and analysis of the qualitative data surfaced to develop recommendations on how to support regions in the future, ensuring connection between regional strategic thinking and local service delivery

Work for this evaluation is ongoing and is expected to be complete at the end of 2021 though preliminary findings from the evaluators suggest the following:

- Tracking the success of regional efforts requires thoughtful approaches to the way regional plan implementation is measured
- Current process measures for tracking the progress of regional efforts developed (in response to the SlingShot evaluation) need to be simplified, rethought, and supplemented with quantitative outcome measures more clearly linked to program enrollments, services, and participant outcomes

The implications of these findings for California's program strategy are discussed in the final section of this narrative.

## **Evaluation of AB 1111 State Funded Grant Program**

### **(Initiated July 2019, Anticipated Completion Fall 2021)**

The AB 1111 Grant program is a state funded grant program designed to expand the reach of the state's workforce system by building partnerships between Local Workforce Development Boards (LWDBs) and Community Based Organizations (CBOs) that provide services to individuals with barriers to employment. The design of the AB 1111 program has been informed by the experiences of LWDBs and CBOs who have participated in the Accelerator grant program. Under the grant program, LWBD-CBO partnerships are intended to harness the subject matter expertise of CBOs who have roots in relevant communities or who have specialized knowledge pertaining to service delivery for target populations so as to utilize CBO expertise and facilitate greater access to the workforce system. The program also allows LWDBs and CBOs to initiate services using state money before enrolling participants into WIOA, addressing performance related disincentives to providing services to California's hardest to serve.

In November 2019, the California Workforce Development Board announced it had awarded the Corporation for a Skilled Workforce and Social Policy Research Associates a contract to provide an analysis of the outcomes of the individuals served by the initiative, an analysis of the effectiveness of grantee programs' service delivery and design, and an analysis of the initiative's impact on the workforce system as a whole. Research questions that are the focus of this evaluation include the following:

- To what extent do Initiative participants (overall, by target group, and by grantee) complete their programming funded under the grant?

- To what extent do Initiative participants (overall, by target group, and by grantee) transition into or become integrated into the broader workforce and education system as evidenced by enrollment in these programs (WIOA Titles I & II; Adult Education Block Grant; community colleges; vocational rehabilitation)?
- To what extent do grantees achieve their performance goals for serving specified numbers of target group members? For transitioning those participants into the broader workforce and education system? For supporting those participants so that they complete their services and attain success on program performance metrics? If grantees do not achieve these goals, why not?
- What are the key service delivery and design elements (whether proven or newly developed) of the most successful grantee programs (as evidenced by grantees' success in achieving their own performance goals and by the outcomes of their participants)? How do these vary by target group? By geographic context?
- To what extent do grantee programs supplement and align workforce system services with services provided by community-based organizations (CBOs) to build the capacity of the workforce system to better serve individuals with barriers?
- To what extent do grantee programs successfully integrate individuals from target populations into Regional Planning Unit (RPU) career pathways programs in target industry sectors as specified in Regional Plans?

Quantitative and qualitative research methods employed for this analysis include the following: background analysis of grant application documents and quarterly grantee narrative reports; review of related local and regional workforce plans; interviews and surveys of Local Workforce Development Board staff; interviews and surveys of CBO staff; quantitative analysis of related administrative and performance data. The contract is pending final execution and work is expected to be completed by Fall 2021. There are no results to report at this time.

## **Evaluation of America's Job Centers of California**

### **(Initiated Summer 2019, Anticipated Completion December 2021)**

In February 2020, the California Workforce Development Board announced it had awarded the Corporation for a Skilled Workforce and the Ray Marshall Center at the LBJ School of Public Affairs (at the University of Texas, Austin) a contract to analyze how different operational practices in the America's Job Centers of California (AJCCs) affect the distribution of services provided to WIOA Title I program participants. The objective of this evaluation is to determine whether local decisions about how to operate AJCCs systematically affects access to the different types of services available to program participants.

- Are some operational and service delivery models associated with a higher propensity to provide some services rather than others?
- Does the "mix" of services clients receive have any systematic relationship to the labor market outcomes of program participants?

This evaluation is designed to utilize surveys, site visits, interviews, focus groups, and a quantitative analysis of services delivered during the period July 2015 to December 2018. The CWDB is currently working with EDD to identify the specifications for the data file to be used for quantitative analyses and the time horizon for which wage and employment data will be used to measure outcomes, but outcome data will likely run through December 2019, allowing the

measurement of employment and wage outcomes four quarters post-exit. Data on participants' pre-program earnings is expected to also be available, and will provide appropriate benchmarks for gauging wage gains. The contract is pending final execution and work is expected to be completed by December 2021. There are no results to report at this time.

### **Overview of the CAAL-Skills Data Repository and Related Evaluation Activities**

As part of its efforts to facilitate comprehensive program evaluation, the CWDB launched the Cross-System Analytics and Assessment for Learning and Skills Attainment (CAAL-Skills) workforce data initiative in August of 2016. Development and implementation of the initiative is continuously ongoing and aims to fulfil the following objectives:

- Compliance with the California Workforce Innovation and Opportunity Act which requires that the state's workforce system be data-driven and evidence-based
- Compliance with Assembly Bill No. 2148 (K. Mullin, Chapter 385, Statutes of 2014) and Assembly Bill No. 1336 (K. Mullin, Chapter 211, Statutes of 2017) which requires:
  - the development and display of a workforce metrics dashboard
  - submission of periodic legislative reports on workforce program participant labor market outcomes
  - periodic completion of statistically rigorous evaluations of the labor market impacts of workforce programs
- Compliance with WIOA SEC. 116 (e) program requirements pertaining to statistically rigorous evaluation and assessment of WIOA programs
- Development of customized data reports and analyses based on participating workforce program research needs

CAAL-Skills is an ongoing workforce data-initiative that merges administrative data from participating data-sharing partners in a data repository housed at the CWDB. Participating programs are party to data-sharing agreements that identify how participating program data may be used. Programs currently participating in CAAL-Skills include the following:

- WIOA Title I Adult
- WIOA Title I Dislocated Worker
- WIOA Title I Youth
- WIOA Title II
- WIOA Title III Wagner-Peyser
- WIOA Title IV
- CalWORKS (California's TANF program)
- CalFresh (California's SNAP E&T program)
- Trade Adjustment Assistance
- Incumbent Worker Training accessed through the California's Employment Training Panel program



- State Certified Apprenticeship
- Career Technical Education programs at the California Community Colleges
- Rehabilitative programs at the California Department of Corrections and Rehabilitation and the Prison Industry Authority

### **CAAL-Skills Evaluation and Assessment Activities**

#### **July 1, 2018 to June 30, 2020**

The following is an itemized overview of CAAL-Skills evaluation and assessment activities that occurred during the two year window between July 1, 2018 and June 30, 2020.

### **CAAL-Skills Workforce Metrics Dashboard 2020 Report**

#### **(Initiated Spring 2017, Anticipated Completion Fall 2020)**

The 2020 Workforce Metrics Dashboard Report summarizes and graphically displays credential attainment, employment, and wage data for WIOA Core Programs, CalWORKS (California's TANF program), the Trade Adjustment Assistance program, the Employment Training Panel's State-Funded Incumbent Worker Training program, State Certified Apprenticeships, and the California Community College system's Career Technical Education programs.

Once complete the dashboard report will provide descriptive statistics on aggregate outcomes for individuals who exited participating programs in State Fiscal Years 2014-15 and 2015-16 (which run from July 1 to June 30 each year).

For most programs the data will be displayed using a standard set of tables and graphs that organizes credential attainment and labor market outcome data by race, ethnicity, gender, age, veteran status, regional planning unit of service providers, type of services received, type of training received, training completion status, and type of credential received. Standard table and graphs also present information on post-exit industry sector of employment, and greater detail on the dispersion of wages for program exiters using box-and-whisker plots.

Draft Tables and accompanying narrative for the 2020 Workforce Metrics Dashboard Report are not yet complete though a summary of some preliminary findings relevant to current program strategies is briefly discussed at the end of this narrative.

### **CAAL-Skills Workforce Metrics Dashboard 2022 Report**

#### **(Initiated Summer 2019, Anticipated Completion Fall 2022)**

The 2022 Workforce Metrics Dashboard Report will summarize and graphically display credential attainment, employment, and wage data for WIOA Core Programs, CalWORKS (California's TANF program), CalFresh (California's SNAP E&T program), CalWORKS (California's TANF program), the Trade Adjustment Assistance program, the Employment Training Panel's State-Funded Incumbent Worker Training program, State Certified Apprenticeships, the California Community College system's Career Technical Education programs, as well as Rehabilitative programs operated by the California Department of Corrections and Rehabilitation, and the Prison Industry Authority.

Once complete the dashboard report will provide descriptive statistics on aggregate outcomes for individuals who exited participating programs in State Fiscal Years 2016-17 and 2017-18 (which run from July 1 to June 30 each year).

For most programs the data will be displayed using a standard set of tables and graphs that organizes credential attainment and labor market outcome data by race, ethnicity, gender, age, veteran status, regional planning unit, type of services received, type of training received, training completion status, and type of credential received. Standard tables and graphs also will present information on post-exit industry sector of employment, and greater detail on the dispersion of wages for program exiters using histograms and box-and-whisker plots.

Draft Tables and accompanying narrative for the 2022 Workforce Metrics Dashboard Report have yet to be developed as the CAAL-Skills technical team is still receiving, merging, cleaning, and organizing the 2016-17 and 2017-18 administrative data of participating programs.

### **UC California Policy Lab analysis of CAAL-Skills Data**

#### **(Initiated Summer 2018, Anticipated Completion August 2021)**

In March 2019, the California Workforce Development Board awarded the California Policy Lab (U.C. Regents) a contract to analyze CAAL-Skills de-identified program participant labor market outcome data for individuals who exited participating workforce programs in State Fiscal Years 2014-15 and 2015-16.

The California Policy Lab partners with California's state and local governments to generate scientific evidence that solves California's most urgent problems, including homelessness, poverty, crime, and education inequality. CPL builds close working partnerships between policymakers and researchers at UCLA and UC Berkeley to help evaluate and improve public programs through empirical research and technical assistance.

CPL's lead researchers are Til von Wachter and Jesse Rothstein. Till von Wachter is a Professor of Economics at the University of California Los Angeles, Faculty Director of the California Policy Lab, Director of the Federal Statistical Research Data Center, and Associate Dean for Research for the Social Science Division. Prof. von Wachter has been an expert witness in numerous testimonies before committees of U.S. Congress, and has provided expert assistance to the City and County of Los Angeles, the U.S. Department of Labor, the Canadian Labor Ministry, the OECD, the United Nations, and the IMF. Jesse Rothstein is Professor in the Goldman School of Public Policy and the Department of Economics, and Director of the Institute for Research on Labor and Employment at UC Berkeley. He served as Chief Economist at the U.S. Department of Labor and as Senior Economist with the Council of Economic Advisers, Executive Office of the President under the Obama Administration.

Under the research contract CPL's scope of work includes the following:

- data assessment and written recommendations regarding data sources and/or data documentation
- development of a written report of recommended statistical analyses
- work with CWDB to develop consensus among program partners for the proposed analyses
- conducting the agreed upon analyses
- develop draft report
- review of findings with programs and conducting follow up analyses
- finalization of findings

The CAAL-Skills data file to be analyzed was delivered to the UC Policy Lab in February of 2020 and includes information on all the variables used to produce CAAL-Skills Workforce Metrics Dashboard Reports. Importantly, the data file has been augmented to include ten years of labor market data, running from 2009 to 2019, for workforce program participants included in the study, allowing the researchers to construct appropriate control groups and utilize longer time horizons when examining the labor market impacts of participating workforce programs.

Programs included in the study are as follows: the WIOA Core Programs, CalWORKS (California's TANF program), CalFresh (California's SNAP E&T), the Trade Adjustment Assistance program, the Employment Training Panel's State-Funded Incumbent Worker Training program, State Certified Apprenticeships, and the California Community College system's Career Technical Education programs.

Data analysis is ongoing and as of yet, there are no preliminary or final research results to report.

### **Description of Substantive Findings and Policy Strategy**

Many of the results of the evaluations and assessments listed above are incomplete or preliminary as most of the evaluation activities detailed above are ongoing, meaning that final work products have not been developed or vetted for distribution.

Additionally, it is important to note that the State is hesitant to draw concrete policy conclusions from the outcome data available in the draft performance tables available through the CAAL-Skills workforce data initiative and the CAAL Skills Workforce Dashboard 2020 Report.

Proper program evaluation requires the use of sophisticated statistical methods to control for factors other than participant services when explaining individual labor market outcomes. This is the reason California has entered into a partnership with the California Policy Lab (UC Regents) to conduct sophisticated statistical analyses of the labor market impacts of workforce programs on participants post program exit.

Keeping these caveats in mind, the CWDB is aware of preliminary data findings suggesting better wage and employment outcomes for those receiving training services and earning a credential than for those who don't receive training and who don't receive a credential.

Preliminary CAAL-Skills outcomes Tables suggest that:

- RPUs with a higher propensity to train WIOA Title I participants have higher post-exit wages and employment rates for program participants, even in more rural areas of the state that are less economically dynamic
- Individuals that complete WIOA Title I training programs earn more and are more likely to be employed than participants that do not complete training programs
- More intensive training programs and those that directly take into account industry needs, result in higher levels of employment and greater wages for WIOA Title I program participants
- Credential attainment is linked to improved labor market outcomes for program participants
- The type of credential a participant receives matters in terms of likelihood of employment and earnings, with more intensive training and education programs leading to better outcomes

These findings are consistent with an ever-expanding body of literature that links social stratification to levels of human capital development and educational attainment as well as with other CAAL-Skills program data that show linkages between levels of program participant skills attainment, higher wages, and better employment outcomes, especially for those programs that build skills through OJT and Apprenticeship.

In addition, some preliminary CAAL Skills data suggests that supportive services lead to higher completion rates and credential attainment for TANF recipients enrolled in career education programs at the California Community Colleges. Given the starting disadvantages of TANF recipients in relation to the more general population of CTE participants, this finding seems to strongly support the value of supportive services in facilitating program completion.

In sum, the CAAL-Skills data suggests that training is a good means to improve employment outcomes for workforce program participants. This suggests that investment in appropriate training programs (directly related to regional labor market dynamics) and the provision of supportive services to ensure training program participants complete their training and earn an industry recognized credential are important means for fighting poverty.

Consistent with the foregoing, the State will continue to invest in and emphasize policies, programs, and grants that foster human capital development by upskilling and reskilling program participants in a manner consistent with industry needs. Such policies and investments include sector focused job training and continued investment in High Road Training Partnerships. Similarly, the State will continue to invest in regional initiatives that build regional skills infrastructure while also encouraging broad and inclusive local and regional partnerships focused on customer-centered service delivery.

Here it is important to also point out that findings and recommendations from the SlingShot, Accelerator, H RTP, and Regional Plan evaluations continue to inform the way California approaches policy strategy and operations as the State works to build a regional skills infrastructure that links WIOA program participants to good quality jobs through various local service delivery structures, the AJCC system, and perhaps most importantly, regional training providers who meet the needs of quality employers in industry sectors driving regional economic growth.

Based on the findings and recommendations from the aforementioned assessments, California will do the following:

- Emphasize partnerships and alignment across programs and funding streams, including partnerships between CBOs and programs operating through the AJCCs
- Emphasize industry engagement in the development of H RTPs, OJT programming, apprenticeship, and WIOA Regional Plans
- Develop and fund intermediary activities to bring local and regional partnerships together, giving special emphasis to activities that link local service delivery structures with regional skills infrastructures designed to meet regional workforce needs
- Continue partnership activities between State departments who are part of the workforce system so as to ensure collaboration and collective responsibility for shared participant outcomes
- Invest in regional planning, regional partnership, regional organizing activities and TA support to the regions by state merit staff and other subject matter experts

- Utilize performance metrics to track participant outcomes for grants that fund direct services and subject direct service grant programs to rigorous assessment and evaluation activities (this has already started with the AB 1111 grant program)
- Develop metrics that track skills building investments at the regional level by setting goals and collecting data through the regional planning process and by developing new data reporting requirements for regional planning units awarded regional planning implementation grants
- Evaluate programs and program outcomes over longer time horizons as well as increasing grant periods for services, so as to encourage more attention to the medium and longer term upward mobility of program participants post-exit

### C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

As part of the administration of the Unemployment Insurance program, the EDD is responsible for gathering and maintaining information in the Base Wage File, which is the repository for the wage data submitted by employers. The wage data is comprised of the Social Security Numbers (SSN) and names, which employers receive from their employees, and the quarterly wages and withholdings attributed to those SSNs. The California Unemployment Insurance Code (CUIC) stipulates that information obtained in the administration of the CUIC must remain confidential and is not open to public disclosure, unless there is an exception in state law. Most of the exceptions are listed under CUIC Section 1095 and have been narrowly crafted to ensure confidential information is made available only when a strong justification has been demonstrated.

Local Boards and WIOA core program partner agencies are listed as a formal exception under CUIC Section 1095 and therefore have ongoing access to base wage file data of their participants in order to monitor the performance outcomes required under WIOA Section 116. This access allows Local Boards and partners to understand their performance at both a program and participant level, which enables them to make adjustments, as necessary, to improve their overall program performance.

California is also participating in the State Wage Interchange System (SWIS), the new WIOA-based data exchange for states to obtain and provide base wage information to each other. This will allow California to exchange interstate quarterly wage records with any other state participating in the SWIS in accordance with WIOA Section 116.

### D. PRIVACY SAFEGUARDS

California maintains strict adherence to all federal confidentiality requirements, including those related to sharing student data under the Family Educational Rights and Privacy Act (FERPA) and sharing wage data under the Federal Unemployment Tax Act (FUTA).

#### FERPA

The FERPA protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Generally, schools must have written permission from the parent in order to release any information from a student's education record. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

When conducting data driven evaluations of the workforce and education systems, California utilizes the legal exemption that allows for disclosure of personally identifiable information when it's to an authorized representative of a state educational authority for the purpose of audit or evaluation of federal or state education programs.

### FUTA

Under FUTA, information obtained in the administration of a state's UI law, such as employer, claim, and wage information, is not subject to public disclosure, with some exceptions. These exceptions include, but are not limited to, information in the public domain, appeals records, appeals decisions, and precedential determinations on the coverage of employers, employment, and wages.

California law states information obtained in the administration of the CUIC must remain confidential and is not open to public disclosure, unless there is a statutory exception in state law. Most of the exceptions are listed under CUIC Section 1095 and have been narrowly crafted to ensure confidential information is made available only when a strong justification has been demonstrated. Local Boards and WIOA core program partner agencies are listed as a formal exception under CUIC Section 1095 and therefore have ongoing access to base wage file data for their participants in order to monitor the performance outcomes required under WIOA Section 116.

### CAAL-Skills

Since the CAAL-Skills project involves data from multiple government partners, along with crafting data sharing agreements that adhere to all federal and state confidentiality law, additional privacy measures were put in place to protect participant data. This includes, but is not limited to, the following:

- Data is personally transferred between partner locations on a password protected USB drive with a 256 bit encryption.
- While at the CWDB, physical security is provided via a controlled access to the server that is locked in place through the use of a security cable.
- CAAL-Skills is located within its own environment, where the data is encrypted and not connected to an outside network.
- Those with access to the sections of CAAL-Skills that contain personally identifiable information do so through the use of privacy screens on their computers and have gone through a series of background checks, have signed confidentiality agreements and are required to complete annual information security and privacy training.

## 7. PRIORITY OF SERVICE FOR VETERANS

As outlined in Workforce Services Directive WSD19-04, program operators are required to provide priority of service to veterans and eligible spouses for all WIOA and Wagner-Peyser funded activities, including technology-assisted activities. Priority of service means that veterans and eligible spouses are entitled to take precedence over non-covered persons in obtaining employment, training, and placement services.

In implementing priority of service, program operators must ensure veterans and eligible spouses receive basic career services and individualized career services before other non-covered individuals. Additionally, they must ensure veterans and eligible spouses receive first priority on waiting lists for training slots, and are enrolled in training prior to non-covered

persons. However, once a non-covered participant is enrolled in a workshop or training class, priority of service is not intended to allow a veteran or eligible spouse to bump the non-covered participant from that class or service.

Program operators must ensure that all sub recipients of DOL funds apply priority of service. This means that pertinent language should be included in contracts, sub grants, solicitations for proposals, memorandums of understanding, and other service provision agreements.

The state conducts annual monitoring of Local Boards to ensure they are in compliance with WIOA eligibility requirements, this includes implementation of veterans priority of service policies. Local Boards are also required to monitor their service providers to ensure compliance with veteran's priority of services requirements. Veteran Program Managers, JVSG staff, and USDOL-VETS are available to provide technical assistance when requested.

#### Applying Priority of Service

The application of priority of service varies depending on the eligibility requirements of the particular program. There are four basic categories of DOL-funded programs: universal access programs, programs that require participants to meet specified eligibility criteria, programs with statutory priorities, and programs with discretionary priorities. A detailed description of how priority of service applies to these basic types of programs is outlined in Workforce Services Directive WSD19-04.

#### Local Policy and Procedures

Program Operators must establish policy and procedures for implementing priority of service for veterans and eligible spouses within existing service delivery strategies. Local policies must ensure that veteran and eligible spouses are identified at the point of entry and given an opportunity to take full advantage of priority of service. These policies must ensure that veterans and eligible spouses are aware of their entitlement to priority of service, the full array of employment, training, and placement services available under priority of service, and any applicable eligibility requirements for those programs and/or services. Additionally, program operators must ensure that written copies of local priority of service policies are maintained at all service delivery points and, to the extent practicable, posted in a way that makes it possible for members of the general public to easily access them.

#### Referral Process

Disabled Veteran Outreach Program (DVOP) specialists are integrated into the AJCC service delivery model. In this model, veterans are initially identified through self-attestation during registration for service. On a priority of service basis, an AJCC staff member determines the eligible person's purpose for registering.

Once the veteran or other eligible person is identified, the Veteran Service Navigator conducts an initial assessment. This initial assessment uses a customized intake questionnaire to help determine if the veteran or other eligible person has a significant barrier to employment (SBE) or if they are a member of another special priority group. If a determination is made that the client is a veteran with a SBE or other special criteria, they are referred to the DVOP specialist for further assessment and individualized career services. Those veterans determined not to possess a SBE are provided career services and training as needed by the AJCC staff on a priority of service basis.

### **8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES**

As outlined in Workforce Services Directive WSD17-01, all WIOA Title I-financially assisted programs and activities must be programmatically accessible. This includes providing reasonable accommodations for individuals with disabilities, making reasonable modifications to policies, practices, and procedures, administering programs in the most integrated setting appropriate, communicating with persons with disabilities as effectively as with others, and providing appropriate auxiliary aids or services, including assistive technology devices and services, where necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of, the program or activity.

### AJCC Certification Policy

The CWDB, in consultation with an AJCC Certification Workgroup comprised of state-level partners and Local Board representatives, developed objective criteria and procedures for Local Boards to use when certifying the AJCCs within their Local Area.

The WIOA outlines three key requirements for AJCC certification: effectiveness of the AJCC, physical and programmatic accessibility for individuals with disabilities, and continuous improvement. California's certification process is centered on these key requirements and sets a statewide standard of service delivery that ensures all customers consistently receive a high-quality level of service.

California established two levels of AJCC certification: Baseline and Hallmarks of Excellence. In order to receive Baseline AJCC Certification an AJCC must ensure equal opportunity for individuals with disabilities in accordance with the ADA, WIOA Section 188, and all other applicable federal and state guidance. In order to receive the Hallmarks of Excellence AJCC Certification, AJCC's must ensure universal access to services, with an emphasis on individuals with barriers to employment such as people with disabilities.

### Staff Training and Capacity Building

At the local level, staff training in the Local Areas for nondiscrimination and equal opportunity is the responsibility of the Local Equal Opportunity (EO) Officers. Since the Department of Rehabilitation is a required partner at the comprehensive AJCCs, the Local Areas also can utilize their partnership as a resource. The EDD's Equal Employment Office (EEO) also provides technical assistance for the Local Areas regarding questions of physical and programmatic accessibility.

At the state level, California utilized a portion of WIOA statewide funds to support the development of a California Training Model to build the capacity of the workforce system statewide. Local Boards within each RPU worked collaboratively to hire/designate a Regional Training Coordinator (RTC) to coordinate the implementation of the RPU's Regional Training Plan. Each RPU participated in needs assessment for regional capacity building requirements and a comprehensive list of trainings, facilitations, and consulting services was developed as a result of the assessment.

In June 2018, California worked with each RTC to develop and begin to implement their Regional Training Plans. As part of the Regional Training Plans, the following disability related trainings were delivered throughout California:

- Disability Awareness and Sensitivity Training (e.g. disability etiquette and diversity training)
- Program Services (e.g. Americans with Disabilities Act of 1990 (ADA) basics, serving customers with disabilities)



- Employment (e.g. consumer self-disclosure of disability and related barriers, working with individuals with hidden disabilities)
- Digital/Electronic Access and Physical Access (e.g. principles of accessible documents, creating accessible forms)

### Service Delivery

Local Boards, AJCCs, service providers, and local partners are actively engaged in improving and innovating their service delivery models to ensure they are improving service delivery models and outcomes for individuals with disabilities. Included below are a few examples of strategies that have been recently developed and implemented throughout the state:

- East Bay: utilizes an Employer Situational Assessment, which is a working interview led by a Job Coach, where both parties can assess the fit of the employer with the participant without making a commitment until they are satisfied with their placement. This practice has led to a strong retention rate of individuals with disabilities at the Local Board.
- Golden Sierra: conducts comprehensive assessments and provides pre-vocational training prior to placing participants in a work-based learning opportunity, which has helped reduce the drop-out rate and improve overall reemployment retention. Additionally, the Local Board facilitated in regular meeting with stakeholders to ensure a full range of employment services were available to eligible participants, and has dedicated a Business Engagement Team to help market participants to employers in high-growth industries.
- Humboldt: co-locates a WIOA Coordinator at Yuba Community College who conducts outreach to various departments at the college, and has a dedicated computer lab for the WIOA sponsored students to access. The WIOA Coordinator advocates for the student participants, and assists them in acquiring housing and transportation.
- Jewish Vocational Services (JVS) SoCal: partners with community colleges and non-profit agencies to place students and clients from other nonprofits into paid work experience, which helps to enhance the participant's skills, confidence, and employability, and further aligns the community colleges and JVS SoCal for seamless service delivery.
- Managed Career Solutions (MCS): hosts quarterly Employability Partnership meetings, which includes sixteen disability coordinators from AJCCs in Los Angeles. At each meeting, a disability expert brings current information and training to the group. Additionally, MCS hosts an annual National Disability Employment Awareness Job and Research Fair each October, which connect potential workers with career opportunities.

The CWDB commits to continuing to work with our state partners to develop policies, trainings, tools, and other resources to assist front line AJCCs in providing high quality, individualized, and culturally competent services for people with disabilities.

### Compliance Monitoring Review Process

In California, the EDD is responsible for the oversight and monitoring of all WIOA Title I financially assisted state programs, including the compliance with nondiscrimination and equal opportunity requirements. Consequently, the EDD's EEO Office conducts annual onsite compliance monitoring reviews of all Local Areas following the process below.

The Compliance Monitoring Review Process includes the following six steps: notification, request for preliminary information, desk review, onsite compliance monitoring review, entrance conference, and exit conference.

1. Local Areas are notified approximately two to four weeks prior to EDD's EEO Office conducting onsite compliance review. Notifications are sent to the Local Area Director/Administrator and the Local EO Officer.
2. The notification will include a request for preliminary information and include the Compliance Monitoring Guide that EDD EEO Office staff will use to conduct the compliance monitoring review.
3. Preliminary information will be reviewed prior to the onsite visit to help identify potential items to be addressed during the onsite compliance monitoring review.
4. The onsite monitoring review will determine compliance with the WIOA nondiscrimination and equal opportunity requirements.
5. EDD EEO Office staff will meet with Local Area Directors/Administrators to discuss the scope of the review, make arrangements for client and staff interviews or file reviews, and discuss preliminary findings of the data analysis.
6. Immediately following the completion of the onsite compliance monitoring review, EDD EEO Office staff will conduct exit conference with Local Area Directors/Administrators and/or the Local Area EO Officer to discuss findings and clarify areas in question.

#### Corrective Action Plan

If areas of non-compliance are found, a Corrective Action Plan (CAP), which consists of a list of specific steps that the Local Area will take within a specific time period in order to attain compliance, must be instituted to rectify accessibility issues. The CAP includes the following steps:

1. The EDD EEO Office will issue an initial written report within 30 days of completion of the onsite compliance monitoring review to the Local Area Director/Administrator and to the Local EO Officer, and address areas of non-compliance and outline those areas that are found to be in compliance.
2. When areas of non-compliance are found, the EDD EEO Office will make recommendation(s) for corrective action(s) in the initial written report.
3. If the Local Area Director/Administrator or Local EO Officer agree with the recommendation(s) of the EDD EEO Office, a CAP must be forwarded to the EDD EEO Office within 30 days of the date the Local Area received the recommendation(s).
4. If the Local Area Director/Administrator or Local EO Officer disagree with the EDD EEO Office recommendation(s), they may contact the EDD EEO Office to attempt an informal resolution of the issue(s).
5. When an informal resolution is reached, a CAP must be forwarded to the EDD EEO Office within 30 days of the date the Local Area accepts the recommendation(s).
6. If an informal resolution is not reached, the State EO Officer will meet with the Local EO Officer and the appropriate management official for the Local Area to develop recommendations to bring the Local Area into full compliance.

7. Six months after the recommendations are implemented, a follow-up review may be scheduled to assess the progress made by the Local Area resolving the identified areas of noncompliance.

## 9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

### Limited English Proficiency Guidance

As outlined in Workforce Services Directive WSD17-03, in providing any aid, benefit, service, or training under a WIOA Title I-financially assisted program or activity, a recipient must not, directly or through contractual, licensing, or other arrangements, discriminate on the basis of national origin, including Limited English Proficiency (LEP).

Local Areas are required to take reasonable steps to ensure that LEP individuals have meaningful access to their programs and activities. Reasonable steps may include, but are not limited to, the following:

- Conducting an assessment of an LEP individual to determine their language assistance needs.
- Providing oral interpretation or written translation of both hard copy and electronic materials, in the appropriate non-English languages, to LEP individuals.
- Conducting outreach to LEP communities to improve service delivery in needed languages.
- Reasonable steps for providing meaningful access to training programs may include, but are not limited to the following:
  - Providing written training materials in appropriate non-English languages by written translation, or by oral interpretation, or summarization.
  - Providing oral training content in appropriate non-English languages through in-person or telephone translation.

Furthermore, Local Areas should ensure that every program delivery method, whether it be in person, electronic, or by phone, conveys in the appropriate language how an LEP individual may effectively learn about, participate in, and/or access any aid, benefit, service, or training available to them. It should also be noted that as new methods for the delivery of information or assistance are developed, Local Areas are required to take reasonable steps to ensure that LEP individuals remain able to learn about, participate in, and/or access any aid, benefit, service, or training available to them.

In order to ensure that reasonable steps are taken to allow meaningful access for LEP individuals, California highly recommends that Local Areas develop a written LEP plan. For languages spoken by a significant portion of the population eligible to be served or likely to be encountered, Local Areas must translate vital information in written materials into these languages. These translations must in turn be readily available upon request in hard copy or electronically. Local Areas address these accessibility issues by taking reasonable steps to ensure meaningful access for LEP Individuals, providing language assistance services, and interpreter services.

### Pathways to Services Guidance

As outlined in Workforce Services Directive WSD18-03, California seeks to support economic growth by preparing a workforce for the state's employers, ensuring that the workforce system in California is inclusive of all populations, and promoting flexibility in how services are delivered across the state. The state issued guidance in an effort to assist Local Areas in collecting evidence of authorization to work and in providing important and valued services to all individuals, including but not limited to, individuals with limited English proficiency, homeless individuals, ex-offenders, transient youth, and those engaged in citizenship attainment.

The guidance addresses verification of authorization to work documents, including which services require verification, when to ask, and where to refer individuals for additional services. This Directive also provides a pathway to services for those individuals who do not possess authorization to work documents. California seeks to prohibit discrimination and make workforce services accessible to all populations.

#### Dymally-Alatorre Bilingual Services Act

California's Dymally-Alatorre Bilingual Services Act requires state and local agencies serving a substantial number of non-English speaking people, to employ a sufficient number of qualified bilingual staff in public contact positions and to translate documents explaining available services into their clients' languages.

#### California ELL Navigator Initiative

California also dedicated WIOA statewide funds to support an ELL Navigator Initiative, which included an ELL Navigator Pilot Program. These funds are intended to support projects that increase access for target populations, align WIOA programs, implement co-enrollment strategies, leverage other program funding, and provide supportive services for California's ELL population.

### IV. COORDINATION WITH STATE PLAN PROGRAMS

Over the course of several months, CWDB facilitated nearly twenty separate coordination meetings with WIOA core, required, and strategic state partners. The meetings served as a working forum to discuss realistic, achievable, and concrete ways to jointly implement the vision, objectives, and strategies of the State Plan.

The meetings were also used to establish new and update existing partnership agreements that provide a roadmap for establishing and expanding partnership at the state, regional, and local levels. Each agreement is based off of the same foundational framework and includes goals associated with one or more of the State Plan's seven strategies to ensure ongoing alignment of the various agencies. The partnership agreements are living documents and the goals will continue to be fleshed out and refined over the next four years to ensure progress continues to be made towards our shared vision.

### V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information	Yes

The State Plan must include	Include
regarding activities of State Boards and local boards, such as data on board membership and minutes;	
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

## VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND  
YOUTH ACTIVITIES UNDER TITLE I-B

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

**Regions and Local Workforce Development Areas**

*Identify the regions and the local workforce development areas designated in the State.*

Below is a list of California's 45 Local Workforce Development Areas (Local Areas) / Local Workforce Development Boards (Local Boards) and the 14 Regional Planning Units (RPU) they fall under.

Bay Peninsula RPU

- North Valley Job Training Consortium (NOVA)
- San Benito County Workforce Development Board
- San Francisco County Workforce Development Board
- San Jose-Silicon Valley (work2future)

Capital RPU

- Golden Sierra Workforce Development Board
- North Central Counties Consortium
- Sacramento Employment and Training Agency
- Yolo County Workforce Development Board

Coastal RPU

- Santa Cruz County Workforce Development Board
- Workforce Development Board of Santa Barbara County
- Workforce Development Board of San Luis Obispo County
- Monterey County Workforce Development Board

East Bay RPU

- Alameda County Workforce Development Board
- Oakland Workforce Development Board
- Workforce Development Board of Contra Costa County
- Richmond Workforce Development Board

Inland Empire RPU

- Riverside County Workforce Development Board
- San Bernardino County Workforce Development Board

#### Los Angeles Basin RPU

- Foothill Workforce Development Board
- Pacific Gateway Workforce Development Board
- City of Los Angeles Workforce Development Board
- Los Angeles County Workforce Development Board
- Southeast Los Angeles County Workforce Development Board (SELACO)
- South Bay Workforce Investment Board
- Verdugo Workforce Development Board

#### Middle Sierra RPU

- Mother Lode Workforce Development Board

#### North Bay RPU

- Workforce Development Board of Solano County
- Sonoma County Workforce Investment Board
- Workforce Alliance of the North Bay

#### North Coast RPU

- Workforce Development Board of Humboldt County

#### North State RPU

- Northern Rural Training and Employment Consortium Workforce Development Board (NoRTEC)

#### Orange RPU

- Anaheim Workforce Development Board
- Orange County Workforce Development Board
- Santa Ana Workforce Development Board

#### San Joaquin Valley RPU

- Fresno Regional Workforce Development Board
- Workforce Development Board of Kern, Inyo, & Mono
- Kings County Workforce Development Area
- Workforce Development Board of Madera County
- Merced County Workforce Development Board
- Workforce Development Board of San Joaquin County
- Stanislaus County Workforce Development Board

- Workforce Investment Board of Tulare County

#### Southern Border RPU

- Imperial County Workforce Development Board
- San Diego Workforce Partnership

#### Ventura RPU

- Ventura County Workforce Development Board

As outlined in Workforce Services Directive WSD18-14, the Governor is required to approve a request for subsequent designation from a Local Area, if the Local Area performed successfully, sustained fiscal integrity, and engaged in the regional planning process. The State provided definitions of the required criteria and established an application process for Local Areas to obtain subsequent designation for Program Years (PY) 2019-20 and PY 2020-21.

### Definitions

#### *Performed Successfully*

For the purposes of subsequent designation for PY 2019-20 and PY 2020-21, performed successfully is defined as a Local Area that has successfully negotiated PY 2018-19 and PY 2019-20 performance goals within their designated RPU.

For any subsequent designation and recertification request received from a Local Area after PY 2020-21, that Local Area's WIOA Title I Adult, Dislocated Worker, and Youth performance goals must be successfully negotiated within their RPU and must meet or exceed negotiated performance for the two previous program years.

#### *Sustained Fiscal Integrity*

The Local Area has not been found in violation of one or more of the following during PY 2016-17 or PY 2017-18: Issues of fiscal integrity or misexpended funds due to the willful disregard of or failure to comply with any WIOA requirement, such as failure to grant priority of service or verify participant eligibility, as identified in final determination of significant finding(s) from audits, evaluations, or other reviews conducted by state or local governmental agencies or the DOL. Gross Negligence, which is defined as a conscious and voluntary disregard for the need to use reasonable care, which is likely to cause foreseeable grave injury or harm to persons, property, or both.

#### *Engaged in Regional Planning*

For the purposes of subsequent designation for PY 2019-20 and PY 2020-21, engaged in regional planning is defined as participating in, and having contributed to, regional planning and regional plan implementation (for example, participating in regional planning meetings, leading regional plan implementation efforts, and review and approval of regional plan and modifications by Local Boards and local Chief Elected Officials), and participating in regional performance negotiations.

### Application Process

Local Areas had to complete and submit one of the following two applications to the California Workforce Development Board:



- Existing Local Area - Application for Subsequent Local Area Designation and Local Board Certification Program Year 2019-21
- Modified Local Areas for Local Areas that are requesting Local Area modification as part of their subsequent designation, complete “Modified Local Area - Application for Subsequent Local Area Designation and Local Board Certification Program Year 2019-21

The CWDB, in coordination with the Employment Development Department (EDD), verified the information provided and determined whether to recommend approval, conditional approval, or denial of the subsequent application to the Secretary of Labor and Workforce Development.

As part of WIOA implementation and development of the 2016-2019 California Unified Strategic Workforce Development Plan (State Plan), the CWDB issued Workforce Services Directive WSD15-17 which outlined the current 14 RPUs.

Local Board placement in the 14 RPUs was based primarily on the location of WIOA client populations and the way these populations fit into regional economies as defined by economic data including commute patterns, industry composition, labor markets, geographic location, and transportation infrastructure. Boundaries of the RPUs were largely set by giving weight to the foregoing economic data and by starting with regional economic market boundaries drawn by the EDD Labor Market Information Division (LMID). These regional economic market boundaries were then modified to take into account the number of Local Areas in a region, the size of the area covered, and the boundaries and planning regions of existing regional workforce consortia.

As part of the development of the updated State Plan, the CWDB is revisiting the existing RPU framework to identify if adjustments should be made based on economic or demographic changes that have occurred in the period since the 14 RPUs were first identified. To assist in this process, the EDD-LMID conducted an updated analysis that incorporates the most recent commute pattern data from the U.S. Census Bureau’s American Community Survey and the most recent industry employment data from EDD-LMID.

On the basis of this analysis, the CWDB released Workforce Services Draft Directive WSDD-209 on February 13, 2020, proposing potential changes. Local Boards were encouraged to provide input and feedback through the public comment process. In order to preserve the statutory intent that RPUs represent existing economic market regions, the language of the draft directive required that any requested modifications other than those outlined in the draft directive itself bear the burden of presenting a compelling, data-based rationale for the proposed change.

Unfortunately, the public comment period coincided with California’s rapid onset of the COVID-19 global health pandemic and Local Boards had to redirect their time and resources to providing critical services to their communities. In alignment with WIOA Section 101, CWDB wants to ensure that ample time is provided for local input and consultation on the proposed RPU updates and therefore will be continuing discussions with Local Boards over the next few months prior to finalizing any changes or moves.

In accordance with WIOA Section 106, a unit of local government (or a combination of units) which has requested and been denied subsequent designation as a Local Area may appeal the decision and request a hearing.

As outlined in Workforce Services Directive WSD18-14, an appeal and request for hearing must be mailed to the CWDB within 20 calendar days from the mailing date of the notice of denial of initial designation. The appeal must 1) be in writing and state the grounds for the appeal, and 2)

state the reasons why the appellant should be designated. The CWDB will contact the appellant to schedule a hearing date within five calendar days of the receipt of the appeal. The CWDB will conduct the appeal hearing process and provide a written decision to the appellant no later than five calendar days after the hearing.

If a unit or combination of units of general government's appeal to the CWDB did not result in designation as a Local Area, they may also appeal the denial to the DOL by following the process outlined under Title 20 Code of Federal Regulations Section 683.640.

As outlined in Workforce Services Directive WSD18-12, if a Local Area is unable to reach agreement regarding joint infrastructure costs with any of their America's Job Centers of California<sup>SM</sup> (AJCC) partners, they must notify the State annually by April 1 to trigger the State Funding Mechanism (SFM). Once the notification has been received, the CWDB will initiate a process to determine each AJCC partner's contributions to infrastructure costs in the Local Area for that program year under the SFM. The process will include all appropriate state level authorities to enact the SFM.

All AJCC partner programs and/or the Local Board may appeal the SFM decision. Appeals must include justification by the program and/or Local Board and be based on believed noncompliance with WIOA Section 121(h)(3) that outlines the Governor's funding allocations. All appeals must be submitted to EDD no later than 30 days after receiving the SFM decision. The state will respond to the appeal no later than June 30 of that year.

## 2. STATEWIDE ACTIVITIES

California uses WIOA statewide funds to develop and fund innovative and dynamic initiatives that pilot new service delivery strategies and target specific populations throughout the state. These initiatives are aligned with the mission and direction of WIOA by assisting job seekers, especially job seekers with barriers to employment, with access to employment, education, training, and support services they need to succeed in the labor market while also matching employers with the skilled workers they need to compete in the global economy.

Below are high level summaries of California's key initiatives.

### Workforce Accelerator Fund

The Workforce Accelerator Fund (WAF) awards funds to design, develop, and implement projects that accelerate employment and reemployment strategies for California job seekers. These projects create and prototype innovative strategies that bridge education and workforce gaps for targeted populations, and implement promising models and practices in workforce system service delivery infrastructure.

The WAF fosters regional coordination among key partners and promotes relationships with new partners, leading to enhanced resources and augmentation of existing services strategies. By working with similar or established programs, organizations are better equipped to anticipate complications and can instead focus on methods and success. Organizations participating in Accelerator also improve their working relationship with stakeholders.

The WAF also recognizes that strong relationships with employers are necessary to create pathways to gainful, long-term employment for participants. Collaboration with industry leads to well-crafted trainings and jobs for participants with employers who value them. As a result, service providers receive high-quality job placements because there is a mutual benefit to employers.

The primary goals of the WAF include:

- Improve labor market and skills outcomes for target groups through the development of strategies that fill gaps, accelerate processes, or customize services to ensure greater access to workforce services and employment opportunities.
- Create new models for service delivery and funding alignment that can be replicated across the State and tailored to regional needs.
- Implement, replicate, and scale successful innovations that emerged from previous WAF projects.
- Leverage state investments with commitments from industry, labor, public, and community partners.

#### Regional Implementation Grants

Regional Plan Implementation (RPI) grants provided funds to California's 14 RPUs to support efforts to implement the priority goals of the regional plans and build off the lessons learned from the SlingShot initiative. These awards will help ensure more people have access to training, good jobs and economic security, and achieve greater intergenerational income mobility.

The following are outcomes the State hopes to achieve through the RPI grants:

- Demand Driven Skills Attainment:
  - RPU has developed a team that jointly convenes industry and is led by industry champions.
  - RPU has shared industry sector focus and pools/shares resources to meet demand in the region.
  - RPU has a process to communicate industry workforce needs to supply-side partners.
  - RPU has policies supporting equity and strives to improve job quality.
- Upward Mobility and Equity for Individuals with Barriers to Employment Outcomes:
  - RPU has shared target populations of emphasis.
  - RPU deploys shared/pooled resources to provide services, training, and education to meet target population needs.
  - RPU utilizes shared/common case management and capacity building strategies such as co-enrollment and professional development to develop shared responsibility for providing services and ensure quality outcomes.
- System Alignment Outcomes:
  - RPU has shared/pooled administrative systems or processes to achieve administrative efficiencies and program outcomes.
  - RPU has created formalized structures for decision-making.

- RPU has developed a process for evaluating performance that includes:
  - Qualitatively evaluating progress towards meeting regional industry and occupational demand;
  - Tracking the number of industry-recognized credentials and apprenticeships;
  - Aligning negotiated performance measures to regional indices

#### Workforce Navigator Pilot Program - ELL and Immigrant Workers

California made funds available to develop and implement a Workforce Navigator Pilot Program targeting English Language Learners (ELL) and immigrant workers. The goal of the initiative is to promote increased access, create/enhance program structure and availability, and provide supportive services within the workforce system for California’s ELL Population. Grantees are expected to work in collaboration with community based organizations (CBOs) and other workforce partners, including adult education entities.

Specific goals of the pilots include: implementing a workforce navigator model; enhance/establish collaboration with CBOs and other partners to provide supportive wraparound services; support dual enrollment in WIOA Title I and Title II programs; and create “no wrong door” access to services.

#### High Road Training Partnerships Initiative

The High Road Training Partnership Initiative (H RTP) supports eight demonstration projects — ranging from transportation to health care to hospitality — that model a sector approach that addresses critical issues of equity, job quality, and environmental sustainability. H RTPs are industry-based, worker-focused training partnerships that build skills for California’s high road employers—firms that compete based on quality of product and service achieved through innovation and investment in human capital and can thus generate family-supporting jobs where workers have agency and voice.

Along with these program investments, the CWDB works with California Labor Federation, University of California (UC) Berkeley Labor Center, and UCLA Labor Center to support, advance, and institutionalize these model partnerships. Through these partnerships, California is producing a body of policy, principles, and practice, defining the high road strategy for the state. UCLA has crafted eight project overviews describing each partnership model and highlighting impact and transformation within each industry. They are currently developing a formal H RTP evaluation, assessing partnership successes and challenges along with identifying opportunities to transform California’s workforce development system. UC Berkeley is responsible for developing essential elements and best practices for sector partnerships that start with the jobs along with guidelines for workforce stakeholders to more directly attend to supply and demand in the labor market.

California started to integrate this high road approach across other workforce initiatives and will invest in further partnerships starting in 2020. California is committed to delivering on the initial purpose of this initiative: to advance and document a field of practice that simultaneously addresses urgent questions of socioeconomic mobility, economic competitiveness, and climate change through regional skills strategies designed to support economically and environmentally resilient communities across the state.

California reserves 25 percent of its Title I Dislocated Worker funding to carry out statewide Rapid Response activities. Of that 25 percent, California chooses to allocate 50 percent directly to Local Areas and hold the other 50 percent at the state level for future Additional Assistance requests.

### **Rapid Response and Lay-Off Aversion**

As outlined in Workforce Services Directive WSD16-04, one half of California's 25 percent Rapid Response set-aside funds are allocated directly to Local Areas to support them in enabling affected workers to return to work as quickly as possible following a layoff, or to prevent layoffs altogether. To accomplish this, the workforce development system must be coordinated, comprehensive, and proactive in communicating with business.

This includes providing labor market and workforce information, integrating industry requirements into training strategies and career pathways, brokering relationships and job connections, making services efficient and easy to access, and coordinating with regional partners to reduce duplication. Rapid Response also tracks labor market trends, increased Unemployment Insurance claims, public announcements through the California Worker Adjustment and Retraining Notification Act notices, and analyzes economic data to assess the health of businesses.

Rapid Response funds are allocated to Local Areas using a three-part formula:

1. **Baseline funding** - This funding is allocated equally among Local Areas to ensure, at a minimum, that some capacity exists in each Local Area for the coordination and conduct of Rapid Response activities. Allocations to Local Areas comprised of more than one county will include an additional allocation of \$50,000 for each additional county. Of the Rapid Response set-aside funds, 30 percent are reserved for this baseline funding.
2. **Layoff-based funding** - This funding is for Local Areas that serve regions where significant numbers of dislocation events occur. This allocation will be based on quantitative layoff data. Funds will be allocated to Local Areas in proportion to the number of affected workers offered Rapid Response services in response to layoffs reported to the state. This methodology ensures services are provided to assist groups of workers affected by mass layoffs, permanent business closures, and natural or other disasters. Of the Rapid Response set-aside funds, 45 percent are reserved for this layoff-based funding.
3. **Hold-Harmless funding** - This funding minimizes funding losses from year-to-year. A portion of the Rapid Response set-aside funds will be used to ensure that no Local Area receives less than 75 percent of their prior-year share of statewide funds distributed for baseline and layoff based activities. This policy also limits any Local Area's year-over funding increase to 100 percent of their prior-year allocation.

Layoff Aversion funds are also distributed to Local Areas based on the Local Area's relative share of the Rapid Response formula allocations referenced above.

### **Additional Assistance**

As outlined in Workforce Service Directive WSD16-15, the other half of California's Rapid Response set-aside funds are kept at the state level as Additional Assistance funds. These funds

are made available to Local Areas that experience sudden and large increases of unemployment due to natural disasters, mass layoffs, or other events.

The purpose of the Additional Assistance is to supplement and expand local capability to respond effectively to worker dislocation events by funding direct services to dislocated workers when local resources are inadequate. Ideally, projects should be funded from multiple sources and involve multiple WIOA mandated partners. Additional Assistance funds should be used to serve the additional dislocated workers as well as allow a higher quality of services and outcomes to be achieved. The funding request must demonstrate that existing local resources (WIOA or others) are inadequate to address the needs of the affected workers seeking services.

There are three different methods for requesting Additional Assistance funding:

1. **Standard Application** – This application petitions the state for additional funds to respond to unanticipated dislocated worker events that exceed the capacity of the existing Local Area’s formula funds to provide the needed resources.
2. **Emergency Application** – This application provides the applicant with initial bridge-funding to begin the provision of services to dislocated workers from a mass layoff or natural disaster. To qualify for a natural-disaster classification, the event(s) must be declared eligible for assistance by the Federal Emergency Management Agency or other responding federal agencies.
3. **Project Modification Application** – This application seeks to alter a current Additional Assistance project due to a substantial change in the scope of the originally-funded work.

In cases of natural disasters, the State’s response efforts are coordinated by the California’s Office of Emergency Services (CalOES). The CalOES coordinates the overall state response to disasters with local, state, federal, and voluntary/nonprofit partners to administer recovery operations in the event of a disaster.

To further disaster response coordination within the workforce system, Assembly Bill (AB) 2915 (Chapter 722, Statutes of 2018) required the CWDB, in conjunction with EDD and local partners, to establish a policy regarding emergency cooperation agreements between Local Boards. To implement the legislation, CWDB convened a workgroup comprised of representatives from: CalOES, EDD, California Workforce Association, and Local Boards.

The workgroup established a multi-pronged approach for implementation:

1. Publish an Information Notice to share strategies for enhanced coordination with CalOES’ Local Emergency Management Contacts.
2. Issue a directive that provides information on allowable activities for the various funding streams utilized by Local Boards when responding to a natural disaster.

Workforce Services Information Notice 19-10 was published in October 2019 and the directive is still under development with a final deadline of July 2020.

Additionally, if an event is declared a disaster by FEMA, California utilizes Rapid Response funding to conduct initial situation assessment to obtain preliminary data to draft a National Dislocated Worker Grant (NDWG) application. Using the initial Rapid Response assessment

data, the State works with the affected Local Board(s) to develop an immediate response, including providing 'stop gap' funding through 25 percent Additional Assistance for mitigation activities pending DOL approval of a NDWG.

The State recognizes the need to enhance its early intervention efforts to groups of workers on whose behalf a TAA petition has been filed. To ensure these efforts are achieved and that Rapid Response activities and appropriate career services are offered to those individuals, the State will continue to work collaboratively with its existing Workforce Development Area (Local Area) partners, and establish new relationships with various workforce development entities. To establish those relationships and strengthen its existing partnerships, the TAA State Coordinator will actively engage with the Local Area staff and other workforce partners, such as union affiliates, to increase TAA visibility and define a streamlined process for information sharing. In addition, TAA staff will attend all Rapid Response regional roundtables to share information regarding recently filed petitions, to learn of employers conducting layoffs, and to hear from the Local Area and other workforce partners if they've filed petitions on behalf of a worker group. The State established a statewide TAA Field Division Coordinator position to provide technical assistance to the Local Areas and to participate in the roundtables.

A well-established relationship between the State and the Local Area will ensure that when a petition is filed the Rapid Response Coordinators will coordinate Rapid Response orientations to ensure all applicable partners, including State TAA Staff, and required Rapid Response materials are available at each orientation. The State issued Workforce Services Directive 14-15 on WIOA and TAA co-enrollment policy and procedures to ensure that Rapid Response staff understand and provide all potential trade-affected workers with required TAA program information. A TAA Co-enrollment Technical Assistance Guide (TAG) is also available and provides program eligibility and determination guidance, promotes cooperative partnerships, and maximizes resources to support co-enrollment of applicants for TAA and WIOA programs. The TAG highlights Rapid Response as a critical access point for co-enrollment.

Pending a petition determination the State staff will begin to provide core services through the America's Job Center of California (AJCC) network, and will conduct a preliminary needs and skills assessment for the impacted worker(s). Upon a petition determination the State notifies all workers identified on the worker list by mailing a TAA Group Eligibility Notification Letter directly to each impacted worker. The letter clarifies program deadline dates, and provides access information to additional program guidance. The letter also notifies workers of benefits and services that are potentially available to assist them in their transition back to the workforce. The early intervention efforts provided to the worker prior to the petition certification will potentially minimize the weeks someone is unemployed by enrolling the adversely affected worker into TAA-approved training in a timely manner.

## **B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS**

### **1. WORK-BASED TRAINING MODELS**

Using WIOA funds, California has invested over \$8.8 million to design, develop, implement, and advance the High Road Training Partnerships (H RTP) initiative which consists of eight demonstration projects that model a sector approach to address critical issues of equity, job quality, and environmental sustainability. Five of the eight projects utilize pre-apprenticeships and apprenticeships in various roles and capacities.

Using state funds, California currently has \$14 million available for the High Road Construction Career (HRCC) initiative which is a statewide industry sector strategy to expand, develop, and support a single HRCC pre-apprenticeship partnership in each region of California. The goal is to establish 12 regional pre-apprenticeship partnerships that systematically connect disadvantaged workers and communities to long-term middle-class careers through state-approved apprenticeship.

Also using state funds from a special employer payroll tax, the Employment Training Panel supports the utilization of incumbent worker training as a means to enable labor retention and ensure workers have access to employer valued training programs to further their careers along the continuum of their career pathways.

California also provides technical assistance to Local Boards to support their usage of those models at a local level. For example, the State issued Workforce Services Directive 19-01 which provides guidance on using Incumbent Worker Training as part of comprehensive regional sector pathway programs and strategies for developing a skilled workforce and income mobility.

## 2. REGISTERED APPRENTICESHIP

According to California law, when Local Boards provide apprenticeship or pre apprenticeship related services using WIOA funds, they must coordinate with the apprenticeship programs in their Local Area that have been formally accredited by the Department of Industrial Relations Division of Apprenticeship Standards.

As part of California's efforts to better align federal and state workforce programs, the State will be working to coordinate the provision of apprenticeship services with workforce and training services. This could include the co-location of apprenticeship staff in career centers, where appropriate. While discussions on how best to achieve this coordination are still underway, it is anticipated that operational details will become clearer with further stakeholder engagement.

## 3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

In order to be listed on California's Eligible Training Provider List (ETPL), training providers must submit an application through the CalJOBS<sup>SM</sup> website to a Local Workforce Development Board (Local Board) to offer training programs to WIOA program participants.

Training providers, except for registered apprenticeship programs, must meet initial eligibility requirements to be on the ETPL. The initial eligibility criteria includes the following:

- Program must meet the minimum performance expectations based on the type of provider.
  - Private Postsecondary Education Institutions: These programs must meet the Entered Employment (placement) Rate performance standard established by the California Workforce Development Board (CWDB).
  - Apprenticeship Programs: These programs are not required to meet a minimum performance expectation.
  - California Community Colleges, University of California, and California State Institutions: These programs are not required to meet a minimum performance expectation.



- Adult Education Programs: These programs must meet the minimum performance criteria established by the CWDB.
- Training must be for occupations in in-demand industry sectors identified in the state, regional or local plans. Training must result in the awarding of an industry-recognized credential, national or state certificate, or degree, including all industry appropriate competencies, licensing and /or certification requirements.
- Apprenticeship programs registered under the National Apprenticeship Act or recognized by Division of Industrial Relations Division of Apprenticeship Standards are exempt from initial eligibility procedures. Registered apprenticeship programs must be included and maintained on the list of eligible providers of training services as long as the corresponding program remains registered, as described at WIOA Section 122(a)(3).
- Providers must provide the approving Local Board with verifiable program, including the following:
  - Description of each program of training services to be offered.
  - Information addressing performance (employment, earnings, credential attainment).
  - Description of partnership with business (incorporating input from local/regional business advisory groups, role of business in developing curriculum, providing work based learning, and/or hiring graduates).
  - Demonstrate high quality training services, including a program of training services that leads to a recognized postsecondary credential or entry into an approved apprenticeship program.
  - Provide information that addresses alignment of the training services with in-demand industry sectors and occupations.
  - Cost information for the program.
- Providers must meet one of the following approval or accreditation criteria to have their programs listed on the ETPL:
  - An Approval to Operate from the Bureau of Private Postsecondary Education (BPPE), or Verification of Exemption by BPPE.
  - An accreditation by the Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges (WASC), or the Accrediting Commission for Community and Junior Colleges, CSU, UC, and other WASC accredited institutions.
  - Postsecondary institutions eligible under Title IV of the Higher Education Act that offer programs leading toward an associate degree, baccalaureate degree, or certificate.

If the training program does not meet the requirements of initial eligibility, the program's application will be denied, and the provider will be notified.

All programs on the ETPL, with the exception of apprenticeship programs, will be evaluated annually to ensure they continue to meet eligibility to be retained on the ETPL beyond the one-

year period of initial eligibility. The subsequent eligibility review process is based on the following:

- Program continues to meet initial eligibility requirements.
- Program must meet the minimum performance expectations based on the type of provider:
  - Private Postsecondary Education Institutions: Entered Employment (placement) Rate equal to or above the performance standard established by the CWDB.
  - Apprenticeship Programs: These programs are not required to meet a minimum performance expectation.
  - California Community Colleges, University of California, and California State Institutions: Program completion rates should be obtained by the approving Local Board and posted in the performance area for each program in CalJOBS<sup>SM</sup>. However, these programs are not required to meet a minimum performance expectation.
  - Adult Education: Employment rate equal to or above the performance standard established by the CWDB for all WIOA participants reported using CalJOBS<sup>SM</sup>.

Considerations for Subsequent Eligibility for Small Cohorts: When the number of WIOA participants is less than ten WIOA participants during any program year, subsequent eligibility will be based on a two year program cycle.

If the training program does not meet the requirements of subsequent eligibility, the program must be removed from the ETPL, and the provider notified of the removal.

For a more detailed explanation of California ETPL policy, please see Workforce Services Directive WSD15-07.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM

As outlined in Workforce Services Directive WSD15-14, Local Boards must provide priority of service to recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient when providing individualized career services and training services funded with WIOA adult funds.

Local Boards were required to implement the priority of service requirements beginning July 1, 2015, and to have a local policy and procedures for priority of service in place by January 1, 2016.

Veterans and eligible spouses are also able to receive priority of service among all eligible individuals; however, they must meet the WIOA adult program eligibility criteria and meet the criteria under WIOA Section 134(c)(3)(E). Therefore, priority must be provided in the following order:

1. Veterans and eligible spouses who are also recipients of public assistance, other low income individuals, or individuals who are basic skills deficient.

2. Individuals who are the recipient of public assistance, other low income individuals, or individuals who are basic skills deficient.
3. Veterans and eligible spouses who are not included in WIOA's priority groups.
4. Other individuals not included in WIOA's priority groups.

Local Boards are allowed to establish additional priority groups for their Local Area (e.g., residents of the Local Area, individuals with disabilities, formerly incarcerated and justice-involved, etc.). However, any additional priority groups established should be identified in the local policy.

The directive contains definitions of public assistance, low income, and basic skills deficient as well as all individualized career and training services. It also contains a chart of source documents that Local Boards can use to verify a participant's eligibility for priority of service.

The EDD Policy and Compliance Accountability Branch is responsible for conducting annual sub recipient monitoring to ensure that they are in compliance with WIOA eligibility requirements, including priority of service.

#### 5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

As outlined in Workforce Services Directive WSD15-23, transfer of funds requests can be submitted any time during the two-year life of the program funds, however transferred funds must stay within the original year of allocation and time period (i.e., July 1, first allocation funds, or October 1, second allocation funds).

- Local Areas must submit transfer requests in writing to the EDD. The transfer request must include the reason and/or rationale for the transfer, and be approved by the Local Board. Considerations for review and approval by EDD include the following:
- Changes in planned services to eligible participants.
- Unexpected layoffs requiring additional funds.
- Changes in the goals for serving eligible participants.
- Changes in labor market conditions.
- Effect of training on jointly funded employment and training programs in the AJCC.
- Effect on existing agreements for the delivery and/or coordination of employment and training services.
- Effect on current state and Local Area employment and training systems.
- Effect on the employment and training needs of eligible participants in the Local Area.

To the extent that a Local Area requests to transfer its entire allocation of dislocated worker funds to the adult program, the Local Area must be aware of the following implications pertaining to the transfer:

- The EDD will not consider Local Area requests for funding from Rapid Response Additional Assistance funds to mitigate the loss of dislocated worker funds resulting from the transfer.

- All transfers of funds are subject to the WIOA adult program priority of service requirement.

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.[11]

California seeks to invest WIOA youth funds in programs that employ best practices and incorporate concepts of youth development in order to meet the diverse needs of youth and young adults through integrated wrap-around services, with a particular focus on employment and post-secondary outcomes.

To accomplish this, Local Boards should select youth service providers that:

- Employ proven recruitment strategies of effective outreach, engagement, enrollment, and retention of out-of-school youth.
- Demonstrate meaningful partnerships with eligible training providers, institutions of higher education, and employers from in-demand industries
- Offer a continuum of services that allow participants to obtain a GED/High School diploma, enroll into post-secondary education, and obtain employment within their chosen career path.
- Utilize career pathways and sector strategy models with a structured sequence of activities, as well as multiple entry and exit points that provide adequate supportive services.
- Use structured work-based learning, such as paid and unpaid work experiences and career exploration that leads to gainful employment.
- Provide intensive case management and support services to help youth overcome complex barriers, successfully complete the program, and retain employment.

Successful performance is a priority as it helps to measure the effectiveness of a local program. Local Board selection of youth providers requires an assessment of the provider's ability to meet participant and performance requirements set forth by the local administrative entity and the State.

Local Boards should assess the provider's:

- Experience managing contracts, performance records, and administrative structure, including records and retention, compliance and monitoring, internal audit procedures, and data management system.
- Ability to meet reporting deadlines.
- Planned performance and ability to track outcomes.

- Frequency of training and technical assistance provided on the performance indicators to ensure compliance with federal and state requirements.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

From a programmatic standpoint, California has prioritized investments in serving disconnected and out of school youth at the local level by identifying them as a target population for many of the federally and state funded grant programs. Below are a few examples of youth projects that were awarded funds.

The following are projects supported by the Workforce Accelerator Fund:

- A project that combines early work experience through employment with local professional sports arenas/stadiums, essential skills training, and connection to ongoing employment for disconnected youth. The project will also create a roadmap of opportunity for youth to follow when exploring, enrolling in, completing a community college program, and transitioning into the workforce.
- A project that leverages partnerships with the Local Conservation Corps, Community College, and U.S. Forest Services. The project will enroll youth in forestry and related field training and upon completion of training; youth will be placed in unsubsidized jobs, advanced training, or enrolled in post-secondary education.

The following are projects supported by the Breaking Barriers to Employment Initiative:

- A project that provides a two-part, six month internship for youth experiencing homelessness. The project will address the educational and professional opportunity gap for youth experiencing homelessness by providing youth with the tools and resources necessary for meeting their educational and professional goals.
- A project that assesses and enrolls disconnected youth, foster youth, and other target populations into programs that provide work experience. The participants without a GED or high school diploma will be enrolled into one of the Youth Build high schools.

Ongoing discussions with core and required program partners have shown that improving access and quality of services provided to out of school youth facing significant barriers is a shared priority. The State is looking into ways to increase capacity for cross agency collaboration and alignment of youth policy at the state level in order to improve youth service delivery at the local level.

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT. [12]

As outlined in Workforce Services Directive WSD17-07, Local Boards must ensure that all 14 program elements are available in their Local Area. However, Local Boards are not required to provide the 14 required elements to each youth participant; they have the flexibility to determine what specific services a youth will receive based upon the youth's assessment and service strategy.

Local Boards must competitively procure high quality youth service providers that develop and implement effective youth programs by aligning career pathways, employment, training, education, and supportive services. Aligning strategic partnerships, communication, coordination, and collaboration among employers, educational partners, economic development entities, and service providers is the foundation of the ensuring access to all program elements.

The WIOA youth work experience expenditure requirement aligns with California's ongoing support and utilization of "earn and learn" models such as work experience, pre-apprenticeship, registered apprenticeship, on-the-job training, and internships where participants can receive concurrent academic and occupational education, job readiness training, and employment skills. Work experience is an investment to build the foundation for career exploration and guidance, support for educational attainment, provide opportunities for skills training in in-demand industries that results in good job or enrollment in post-secondary education.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

As outlined in Workforce Services Directive WSD17-07, Local Boards must establish a local definition and eligibility documentation requirements for the "requires additional assistance" criterion to determine eligibility for OS youth and IS youth. This definition must be included in the Local Plan.

The State provided the following possible definitions/criteria:

- Have repeated at least one secondary grade level or are one year over age for grade.
- Have a core grade point average (GPA) of less than 1.5.
- For each year of secondary education, are at least two semester credits behind the rate required to graduate from high school.
- Are emancipated youth.
- Have aged out of foster care.
- Are previous dropouts or have been suspended five or more times or have been expelled.
- Have received court/agency referrals mandating school attendance.
- Are deemed at risk of dropping out of school by a school official.
- Have been referred to or are being treated by an agency for a substance abuse related problem.
- Have experienced recent traumatic events, are victims of abuse, or reside in an abusive environment as documented by a school official or other qualified professional.
- Have serious emotional, medical or psychological problems as documented by a qualified professional.

- Have never held a job (applies to older youth).
- Have been fired from a job within the twelve months prior to application (applies to OS youth).
- Have never held a full-time job for more than thirteen consecutive weeks (applies to OS youth).

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE “NOT ATTENDING SCHOOL” OR “ATTENDING SCHOOL,” INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

As outlined in Workforce Services Directive WSD17-07, those definitions do not exist in California law. Therefore, the State developed definitions using DOL guidance and California Department of Education guidelines for data and tracking of those both in and out of school.

Attending School - an individual is considered to be attending school if the individual is enrolled in secondary or postsecondary school. If a youth is between high school graduation and postsecondary education, the youth is considered an In-School (IS) youth if they are registered for postsecondary education, even if they have not yet begun postsecondary classes. However, if the youth registers for postsecondary education, but does not follow through with attending classes, the youth is considered Out-of-School (OS) youth if the eligibility determination is made after the youth decided not to attend postsecondary education. Youth on summer break are considered IS youth if they are enrolled to continue school in the fall.

Not Attending School - an individual who is not attending a secondary or postsecondary school. In addition, individuals enrolled in the following programs would be considered an OS youth for eligibility purposes:

- WIOA Title II Adult Education, YouthBuild, Job Corps, high school equivalency program, or dropout re-engagement programs.
- A youth attending a high school equivalency program funded by the public K-12 school system who is classified by the school system as still enrolled in school are the exception; the youth would be considered an IS youth. Non-credit bearing postsecondary classes only.
- A charter school program that provides instruction exclusively in partnership with WIOA, federally-funded YouthBuild programs, federal Job Corps training or instruction, California Conservation Corps, or a state certified local conservation corps.

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL'S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

As outlined in Workforce Services Directive WSD15-14, an individual is considered to be basic skills deficient if they are unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. The State identified the following ways to determine whether an individual meets those criteria:

- Lacks a high school diploma or high school equivalency and is not enrolled in secondary education.
- Enrolled in a Title II Adult Education/Literacy program.
- English, reading, writing, or computing skills at an 8.9 or below grade level.
- Determined to be Limited English Skills proficient through staff-documented observations.
- Other objective criteria determined to be appropriate by the Local Area and documented in its required policy.

#### D. SINGLE-AREA STATE REQUIREMENTS

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

Not Applicable.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

Not Applicable.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

Not Applicable.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

Not Applicable.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

Not Applicable.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

Not Applicable.



## E. WAIVER REQUESTS (OPTIONAL)

Not Applicable.

### TITLE I-B ASSURANCES

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	Yes

### ADULT PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	67.0%	67.0 %	68.0%	67.0 %
Employment (Fourth Quarter After Exit)	64.0%	66.0%	65.0%	66.0%
Median Earnings (Second Quarter After Exit)	\$5700.00	\$6,000	\$6000.00	\$6,000
Credential Attainment Rate	59.0%	60.0%	60.0%	60.0%
Measurable Skill Gains	67.0%	50.0 %	70.0%	50.0 %
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.*

#### DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	71.0%	71.9%	72.0%	71.9%
Employment (Fourth Quarter After Exit)	72.0%	72.5%	73.0%	72.5%
Median Earnings (Second Quarter After Exit)	\$7900.00	\$8,070	\$8200.00	\$8,070
Credential Attainment Rate	62.0%	60.0%	63.0%	60.0%
Measurable Skill Gains	43.0%	50.0 %	46.0%	50.0 %
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.*

#### YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	69.0%	71.0 %	70.0%	71.0 %
Employment (Fourth Quarter After Exit)	67.0%	71.0 %	68.0%	71.0 %
Median Earnings (Second Quarter After Exit)	\$3500.00	\$3,490	\$3800.00	\$3,490
Credential Attainment Rate	60.0%	60.0%	61.0%	60.0%
Measurable Skill Gains	54.0%	56.4 %	57.0%	56.4 %
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

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*“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.*

## PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

### A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

The State of California will continue to use state merit staff employees to provide labor exchange services under the Wagner Peyser Act. The Employment Development Department, as the State Workforce Agency, is responsible for these employees and will ensure all services are provided as outlined under the Workforce Innovation and Opportunity Act.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

The State provides professional training and development for Employment Services staff using a multi-modality approach (e.g., conduct classroom training, create online training modules, host webinars, disseminate instructional videos, etc.). Training and development activities seek to increase staff knowledge, skill, and competence level in specific program areas [e.g., Migrant and Seasonal Farmworkers (MSFW), Trade Adjustment Assistance Act (TAA), and Veteran Services] to ensure staff is able to provide high quality services to job seekers, employers, and WIOA partners.

Training ensures that all Employment Services staff have the knowledge base and skill set to successfully administer Wagner-Peyser (W-P) programs and operate the CalJOBS<sup>SM</sup> labor exchange system. Further, comprehensive training gives Employment Services staff a thorough understanding of the available services and resources to competently and effectively serve the

job seekers and employers of California, while meeting performance goals and compliance guidelines as outlined in WIOA.

**3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION**

- Provide training to W-P and WIOA staff on core programs, including TAA, Veterans programs, MSFW, and Dislocated Worker and Youth programs.
- Develop and provide trainings on Unemployment Insurance (UI) program activities, including California Training Benefits (CTB), Trade Readjustment Allowance (TRA) benefits, Personalized Job Search Assistance (PJSA), and Reemployment Services and Eligibility Assessments (RESEA). Additionally, the trainings include UI claim filing eligibility basics, UI claim management, navigating UI's public facing computer system, and understanding UI notices sent to claimants. Employment Services and WIOA staff also receive training on identifying potential UI eligibility issues that may arise from the PJSA or RESEA and how to refer these potential issues to UI staff for adjudication.

**B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE**

California meets the needs of customers requesting assistance in filing UI claims by providing direct in-person customer assistance and guidance. The dedicated America's Job Center of California<sup>SM</sup> (AJCC) staff are located in 45 Local Workforce Development Areas (Local Areas) and are trained to assist customers with completing an application for UI benefits through, UI Online<sup>SM</sup>, or telephone, along with providing information on the UI program. Additionally, the AJCCs offer resource rooms with staff that can help guide customers through alternate methods of finding resolution to their inquiries available in UI Online, Ask EDD, and the Employment Development Department's (EDD) website.

- Dedicated AJCC staff, trained in providing meaningful UI program assistance, are available in 45 Local Areas across California.
- The UI Online<sup>SM</sup> allows existing claimants to file or reopen their claim, along with many other user-friendly features to help customers manage their UI claims.
- Ask EDD provides customers with categories containing information specific to common questions and also allows customers an opportunity to send online questions to UI staff.
- The EDD website offers dedicated webpages to access unemployment related services and information, including YouTube videos and Frequently Asked Questions.

When these dedicated AJCC staff, trained to provide in-person meaningful assistance in the UI program, have exhausted all available options within the AJCC to provide assistance, phones are available in the AJCC offices to directly access UI services. The "UI Direct" phone lines connect customers to UI Center merit staff and are available from 8a.m. to 5p.m. (PST) to serve the California customers that require more detailed UI merit staff assistance. The UI Direct phone line service is only offered in -designated AJCCs, can only be accessed by AJCC staff and in cases where all other direct in-person attempts by trained AJCC staff to provide UI assistance have been exhausted.

### C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

California continues its commitment of operating a customer-centric service delivery model for providing reemployment assistance to UI claimants. Key elements to implementing the service delivery model include:

- Screening the UI applicant pool to identify those individuals that are most likely to exhaust benefits.
- Communicating recent layoff information to AJCC staff to ensure that timely contact is made with UI claimants to assist with reemployment efforts.
- Directing UI claimants who are required to seek work to register in the state's labor exchange system, CalJOBS<sup>SM</sup>.
- Providing UI claimants with not only job search assistance, but information on the AJCC services and work search assistance videos.
- Providing a direct referral to an AJCC orientation or workshop.
- Encouraging UI claimants to attend an AJCC orientation and refer them to an additional mandatory career service, formally known as a subsequent service, as appropriate. These services include basic and individualized career, training, and supportive services. Staff at the AJCCs assist UI claimants with conducting skills assessments, developing individual employment plans, and career planning to obtain a job. UI claimants have access to job search workshops and activities such as developing résumés and cover letters, searching and applying for job openings, and mock interviews. Finally, UI claimants are connected with access to training, education, and work experience opportunities available at an AJCC.
- Coordinating co-enrollment of UI claimants with WIOA Title I and W-P programs, which can provide wrap-around services to support employment and training participation and result in better outcomes.

Both UI and W-P program representatives will be party to the Memorandum of Understanding (MOU) negotiations with the other Local Area partners to identify the local service delivery model. The EDD programs, including UI, are committed to their roles as partners within the AJCC to consistently collaborate internally, and with the Local Areas, to further support the spirit and intent of WIOA.

### D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

Currently, the EDD requires all UI claimants to register into the, CalJOBS<sup>SM</sup>, and create a resume. Once registered, UI claimants have the same access as registered jobseekers to all the online features in CalJOBS<sup>SM</sup>, such as: searching for jobs, identifying employment trends and occupational information, using the virtual recruiter to automatically receive alerts of new jobs that match the job skills in their resume, having their resume viewable by employers registered in the system, and accessing local education providers and programs.

In addition, UI claimants have many resources available to them when they visit an AJCC. A UI claimant can conduct self-service activities by using resources such as computers and phones to conduct job searches, create a resume through CalJOBS<sup>SM</sup>, respond to employment opportunities, manage their UI claim through UI Online<sup>SM</sup>, and more. In addition to self-service

options, UI claimants can also receive staff-assisted services, such as job search workshops, assistance with access and navigating the CalJOBS<sup>SM</sup> system, individualized labor market information, referral to veteran services, and referral to education, training, and supportive services.

Both UI and W-P program representatives will be party to the MOU negotiations with the other Local Area partners to identify the local service delivery model. The EDD programs, including UI, are committed to their roles as partners within the AJCC and consistently collaborate internally and with the Local Areas to further support the spirit of WIOA. These two partners are also coordinating internally within the EDD, as this department administers both of these programs.

The California Unemployment Insurance Code (CUIC) Section 1253(b) and the California Code of Regulations, Title 22, Section 1253(b)1 requires UI claimants unless exempt, to register for work within 21 days after filing a UI claim.

When an individual files a UI claim, the EDD mails a Notice of Requirement to Register for Work letter to the UI claimant. The letter informs a UI claimant of their requirement to enter a resume in CalJOBS<sup>SM</sup>, and includes the address and telephone number of their local AJCC. Additionally, the notice advises that failure to comply may result in denial of UI benefits. The UI claimant can walk-in or call the local AJCC for technical support on entering a resume on CalJOBS<sup>SM</sup>.

The EDD automatically starts an account in CalJOBS<sup>SM</sup> for all new UI claimants and generates notices to claimants that fail to enter a resume within 21 days. These notices require claimants to attend a PJSA workshop at a local AJCC. This workshop is designed to connect UI claimants with employment services available through the AJCC, including entering a resume in CalJOBS<sup>SM</sup>, if not previously done, and to respond to questions about their work search. Failure to attend the PJSA will result in a scheduled eligibility determination by UI staff.

State law requires a UI claimant to register for work, as a condition of eligibility unless good cause is established, by entering a resume in CalJOBS<sup>SM</sup> within 21 days after filing a claim for unemployment benefits. The law allows the department to waive the registration requirement for claimants that meet specific criteria (such as, union member in good standing, definite return to work date, participation in CTB program, etc.). If the UI claimant does not comply with the registration requirement, the EDD schedules the claimant for a PJSA appointment to review their registration of work within CalJOBS<sup>SM</sup> and efforts to search for work.

Additionally, UI claimants that meet specific characteristics and profiling criteria are scheduled for a RESEA appointment. During the assessment, the UI claimant is referred to a minimum of one additional mandatory career service which may include, but not limited to, one-on-one case management services, or employment workshops on resume building and career counseling.

Failure to attend the PJSA or RESEA and an additional mandatory career service, along with meeting the registration requirement in CalJOBS<sup>SM</sup>, are referred to UI adjudication and may result in a denial of UI benefits. Provision of referrals to and application assistance for training and education programs and resources.

The EDD provides all UI claimants with information on the CTB program, work search requirements, and CalJOBS<sup>SM</sup> registration, and refers these individuals to their local AJCC to obtain employment and training services. At the AJCC, mandatory reemployment workshops connect UI claimants with employment services provided under the W-P. In addition, these workshops serve as an access point to inform customers about WIOA Title I and other partner

programs and services. This collaborative partnership facilitates a streamlined referral process for UI customers to WIOA programs and services within the AJCC system.

The CTB program allows eligible UI customers to further their education, upgrade their skills, and/or learn a new trade to be more competitive in the labor market while receiving UI benefits. Under the CTB program, the traditional role of UI changes from that of partial wage replacement while the individual looks for work, to one of assisting the individual in training or retraining in an effort to return to full-time employment in a sustainable role. A UI claimant may be eligible for the program if the individual is attending training authorized by WIOA, Employment Training Panel (ETP), TAA, CalWORKs, if the program and provider are listed on the Eligible Training Provider List (ETPL), if the individual is an active journey-level union member attending union approved industry-related training, and more. Staff in the AJCCs can provide application assistance to UI customers interested in the CTB program.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

California's AOP sets policies and objectives in providing W-P services to the agricultural community, specifically MSFWs. The EDD provides these services through AJCC locations. The EDD ensures that MSFWs receive the full range of employment, training, and educational services on a basis which is qualitatively equivalent and quantitatively proportionate to services provided to non-MSFWs.

In accordance with the regulations at Title 20 Code of Federal Regulations (CFR) Section 653.107(d), the AOP includes:

- An assessment of the unique needs of MSFWs in the area based on past and projected agricultural and MSFW activity in the state.
- An assessment of available resources for outreach.
- Proposed outreach and planned activities including strategies on how to contact MSFWs, activities planned for providing the full range of employment, and training services to the agricultural community.
- Compliance assurances with the requirements under Title 20 CFR Section 653.111 for Significant, Multilingual, and Special Circumstance (Significant) MSFW AJCC offices.

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT

ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL  
AFFECT AGRICULTURE IN THE STATE

The value of total agricultural production in California, crop and livestock production combined, totaled \$50.3 billion in 2017. This ranked California as the nation's largest agricultural producer in 2017, outpacing Iowa (\$26.6 billion) and Texas (\$22.8 billion). California alone accounted for about one-eighth (13.5 percent) of the national agricultural production. California was far and away the nation's leader in crop production in 2017, with crops produced valued at \$39 billion. The state accounted for 20.0 percent of the value of total U.S. crop production. In contrast, Illinois and Iowa were the second and third largest crop producing states in 2017, combining for 13.6 percent of total U.S. crop production. California's livestock production was valued at \$11.2 billion in 2017, fourth highest among all states after Texas, Iowa, and Nebraska. Table 1 shows the nation's largest agriculture, crop, and livestock producing states in 2017.

Table 1  
**Largest Agricultural Producing States in the United States in 2017**  
(Values are expressed as millions of dollars)

Total			Crop Production Only			Livestock Production Only		
	Value	Share of U.S. Total		Value	Share of U.S. Total		Value	Share of U.S. Total
<b>U.S.</b>	<b>\$371,431</b>	<b>-</b>	<b>U.S.</b>	<b>\$195,397</b>	<b>-</b>	<b>U.S.</b>	<b>\$176,034</b>	<b>-</b>
CA	\$50,264	13.5%	CA	\$39,077	20.0%	TX	\$14,337	8.1%
IA	\$26,605	7.2%	IL	\$13,353	6.8%	IA	\$13,409	7.6%
TX	\$22,769	6.1%	IA	\$13,195	4.9%	NE	\$12,464	7.1%
NE	\$21,315	5.7%	MN	\$ 9,536	4.5%	CA	\$11,187	6.4%
MN	\$17,119	4.6%	NE	\$ 8,851	4.3%	KS	\$ 9,529	5.4%
IL	\$15,932	4.3%	TX	\$ 8,432	3.9%	WI	\$ 7,972	4.5%
KS	\$15,656	4.2%	WA	\$ 7,709	3.5%	NC	\$ 7,745	4.4%
NC	\$11,480	3.1%	IN	\$ 6,851	3.4%	MN	\$ 7,583	4.3%
WI	\$11,331	3.1%	ND	\$ 6,606	3.1%	GA	\$ 5,837	3.3%
IN	\$10,580	2.8%	KS	\$ 6,126	3.3%	AR	\$ 5,317	3.0%

California's agricultural production increased in value by \$2.8 billion (5.6 percent) from 2016 to 2017. Crop production in California also increased by \$2.1 billion (5.5 percent) in value over the year. Total livestock productions increased in 2017 by \$0.7 billion (6.3 percent). Over the seven-year period from 2011 through 2017, California's agricultural production rose in value by \$7.0 billion (14.0 percent). Crop production increased by \$8.0 billion (20.6 percent), however, livestock production decreased by \$0.9 billion (8.1 percent) over the seven-year period.

In 2017, crop production accounted for 77.7 percent of total agricultural production in California. By commodity group, fruit and nut products were valued at \$22.0 billion in 2017, comprising over one-third (43.9 percent) of the total value of the state's agricultural products and more than half (56.4 percent) of the value of the crops produced in the state. Vegetables and melons were valued at \$8.4 billion, accounting for over one-fifth of the value of crops produced in California.

Livestock and livestock products made over one-fifth (22.3 percent) of the total value of California's agricultural production in 2017. Dairy products were valued at \$6.6 billion,



comprising almost three-fifths (58.6 percent) of total value of the state's livestock products. "Meat Animals" (cattle and calves and hogs) and poultry and egg products were valued at \$2.6 and \$1.4 billion, respectively in 2017.

On an individual commodity basis, milk and cream (dairy products) was California's most valuable commodity in 2017, with cash receipts totaling \$6.6 billion. Grapes and shelled almonds were California's second and third most valuable commodities, with cash receipts totaling \$5.8 billion and \$5.6 billion, respectively. The cash receipts of six other California commodities exceeded \$1 billion in 2017: cattle and calves, lettuce, berries, pistachios, tomatoes, and walnuts. Only three of California's 20 most valuable commodities in 2017 decreased in value from the prior year. Table 2 shows California's twenty most valuable agricultural commodities in 2017, as well as their value and ranking in 2016.

**Table 2**  
**California's Top 20 Agricultural Commodities in Value, 2016-2017**  
(Cash receipt values are expressed as millions of dollars)

Commodity	2016		2017	
	Value	Rank	Value	Rank
Milk and Cream	\$6,065	1	\$6,562	1
Grapes	\$5,621	2	\$5,793	2
Almonds (shelled)	\$5,052	3	\$5,604	3
Berries ,All Strawberries	\$3,085	4	\$3,100	4
Cattle & Calves	\$2,556	5	\$2,625	5
Lettuce, All	\$1,865	6	\$2,415	6
Walnuts	\$1,275	9	\$1,594	7
Tomatoes, All	\$1,310	8	\$1,054	8
Pistachio	\$1,506	7	\$ 1,014	9
Broilers	\$801	11	\$939	10
Oranges, All	\$826	10	\$934	11
Broccoli	\$774	13	\$850	12
Hay, All	\$796	12	\$758	13
Rice	\$700	14	\$678	14
Carrots, All	\$698	15	\$615	15
Lemons	\$594	16	\$608	16
Tangerines	\$457	17	\$535	17
Cotton, All	\$339	20	\$475	18
Raspberries	\$328	23	\$452	19
Garlic	\$334	22	\$390	20

*Total value is based on U.S. Department of Agriculture (USDA) Economic Research Service cash receipts. Source: USDA, National Agricultural Statistics Service, Pacific Region-California; California Agricultural Statistics 2017-2018 Crop Year*

On a cash receipt basis, California produced all of the nation's almonds, walnuts, pistachios, garlic, plums and prunes, olives, honeydews, artichokes, kiwifruit, and figs in 2017. Twelve

additional California commodities comprised more than four-fifths (80.0 percent) of national cash receipts: celery, avocados, tangerines, nectarines, broccoli, carrots, grapes, apricots, cotton lint, strawberries, raspberries, and cauliflower. Cauliflower and apricots accounted for more than three-quarters (75.0 percent) of national cash receipts. Accounting for more than half was lettuce, dates, safflower, tomatoes, peaches, chile peppers, spinach, and bell peppers. Table 3 shows the shares of cash receipts for California commodities as a share of national totals.

Table 3  
**Leading California Agricultural Commodities in 2017: California Cash Receipts as a  
Percent of the Nation's Receipts**  
(Values are expressed as millions of dollars)

Commodity	Value of California Receipts	Value of U.S. Receipts	California's Share of U.S. Receipts (%)
Almonds	\$5,604	\$5,604	100.0
Walnuts	\$1,594	\$1,594	100.0
Pistachios	\$1,014	\$1,014	100.0
Garlic	\$390	\$390	100.0
Plums and prunes	\$345	\$345	100.0
Olives	\$187	\$187	100.0
Honeydews	\$94	\$94	100.0
Artichokes	\$65	\$65	100.0
Kiwifruit	\$35	\$35	100.0
Figs	\$28	\$28	100.0
Avocados	\$383	\$392	97.8
Celery	\$302	\$315	96.0
Lemons	\$718	\$763	94.0
Tangerines	\$532	\$568	93.7
Nectarines	\$133	\$143	93.1
Broccoli	\$850	\$926	91.8
Grapes	\$5,793	\$6,460	89.7
Cotton lint, Long staple	\$377	\$423	89.3
Carrots	\$615	\$691	89.1
Strawberries	\$3,100	\$3,487	88.9
Raspberries	\$452	\$517	87.6
Cauliflower	\$304	\$387	78.6
Apricots	\$35	\$44	78.3
Lettuce	\$2,415	\$3,632	66.5
Dates	\$99	\$151	65.5
Safflower	\$26	\$41	64.0
Tomatoes	\$1,054	\$1,674	63.0
Peaches	\$371	\$599	62.0
Peppers, Chile	\$86	\$143	60.1
Spinach	\$233	\$401	58.2
Cantaloupes	\$135	\$267	50.4

Source: USDA, Economic Research Service

The estimated value of California's exported agricultural products totaled \$23.1 billion in 2017. In terms of value, California's exports comprised over one-seventh (14.9 percent) of total U.S. agricultural exports in 2017. California was the nation's top agricultural exporter in 2017, with exports over twice of those of Iowa. Table 4 shows the estimated value of the top ten states in terms of agricultural exports from 2012 through 2017.

Table 4  
**Largest Agriculture Exporting States in the United States: 2012-2017**  
(Estimated values are expressed as millions of dollars)

	2012	2013	2014	2015	2016	2017
<b>U.S.</b>	<b>\$141,532</b>	<b>\$144,336</b>	<b>\$149,970</b>	<b>\$133,034</b>	<b>\$134,650</b>	<b>\$138,152</b>
CA	\$20,182	\$22,781	\$23,931	\$22,897	\$21,860	\$23,050
IA	\$11,552	\$10,344	\$11,192	\$9,962	\$10,970	\$10,295
IL	\$8,750	\$7,332	\$9,851	\$8,039	\$8,305	\$8,158
TX	\$5,971	\$6,097	\$6,269	\$5,953	\$6,057	\$7,195
MN	\$7,800	\$7,908	\$7,384	\$6,297	\$6,991	\$6,869
NE	\$6,791	\$6,378	\$7,240	\$6,467	\$6,677	\$6,397
KS	\$4,410	\$4,874	\$4,635	\$4,165	\$4,721	\$4,831
IN	\$5,059	\$4,550	\$5,807	\$4,673	\$4,499	\$4,600
ND	\$4,437	\$4,536	\$4,914	\$3,823	\$4,629	\$4,535
MO	\$3,880	\$3,927	\$4,344	\$3,613	\$3,554	\$4,027

Source: USDA, Economic Research Service

California's agricultural exports increased by \$1.2 billion (5.2 percent) from 2016 to 2017. During the recent economic expansion, California's agricultural exports increased \$2.9 billion (14.2 percent) from 2012 through 2017. Tree nuts were California's most valuable export crop in 2017 with an estimated value of \$7.4 billion, followed by "other plant products" which includes sweeteners, plantings seeds, cocoa, coffee, and other processed foods (\$3.9 billion), fruits (\$2.9 billion) and vegetables (\$3.1 billion).

Kern was the largest agriculture producing county in California in 2017, with agricultural production valued at \$7.3 billion. The value of agricultural production exceeded \$4 billion each in Kern, Tulare, Fresno, and Monterey counties and exceeded \$2.0 billion each in Merced, Stanislaus, San Joaquin, Ventura, Kings and Imperial counties. A total of 14 California counties each produced agricultural products valued at more than \$1 billion in 2017. These counties are shown in Table 5.

The value of agricultural production decreased from 2016 to 2017 in only 3 of California's 14 largest agricultural counties. The largest over-the-year decrease in agricultural production was for Riverside County (4.4 percent), which was followed by Merced and Ventura counties. In contrast, the value of agricultural production over-the-year was increased in Stanislaus (14.6 percent), Fresno, Santa Barbara, Tulare, Madera, San Joaquin, Monterey, San Diego, Kings, Kern, and Imperial counties.

Table 5  
**Top California Counties as Ranked by Gross Value of Agricultural Production,  
 2016-2017**

(Values are expressed as millions of dollars)

County	2016		2017		Percent Change: 2016 to 2017
	Value	Rank	Value	Rank	
Kern	\$7,188	1	\$7,254	1	0.9%
Tulare	\$6,370	2	\$7,039	2	10.5%
Fresno	\$6,186	3	\$7,025	3	13.6%
Monterey	\$4,256	4	\$4,425	4	4.0%
Stanislaus	\$3,183	6	\$3,648	5	14.6%
Merced	\$3,445	5	\$3,409	6	-1.0%
San Joaquin	\$2,338	7	\$2,528	7	8.1%
Ventura	\$2,110	8	\$2,100	8	-0.5%
Kings	\$2,037	10	\$2,066	9	1.4%
Imperial	\$2,063	9	\$2,065	10	0.1%
Madera	\$1,819	11	\$1,973	11	8.5%
San Diego	\$1,747	12	\$1,774	12	1.6%
Santa Barbara	\$1,427	13	\$1,590	13	11.5%
Riverside	\$1,276	14	\$1,219	14	-4.4%

*Source:* CDFA, California Agricultural Statistical Review 2016-2017; *County Rank by Gross Value of Agricultural Production, 2016-2017*; County Agricultural Commissioners' Reports and State Board of Equalization, Timber Tax Division

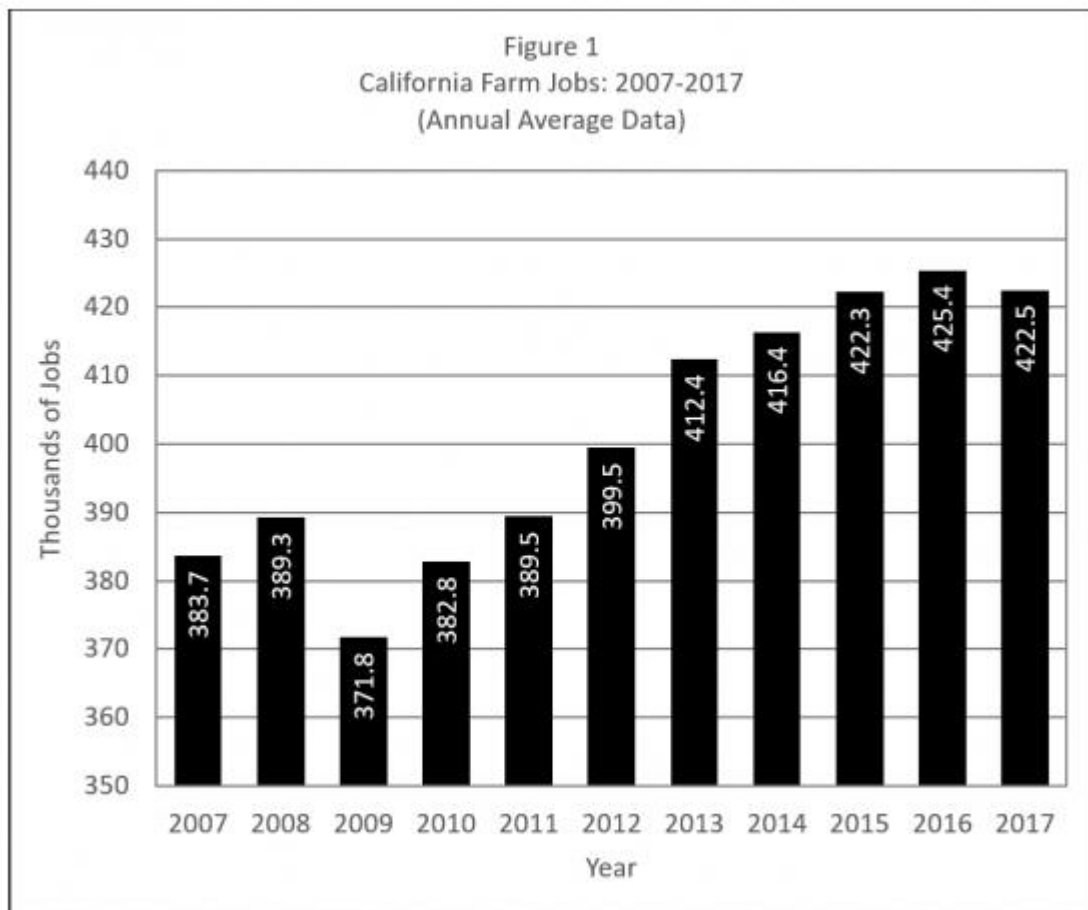
### Agricultural Employment in California

Employment in agriculture is inherently difficult to estimate because agricultural production, and in particular crop production, is characterized by seasonal spikes in the demand for farm labor, some of which are often of short duration. For example, most crops must be planted at certain times of the year, weeded and pruned, and most importantly harvested and prepared for market as they ripen. As a result, California agriculture-based employers have traditionally employed large numbers of seasonal, and often migrant farmworkers who move from farm to farm and region to region. However, official estimates of agricultural employment are derived from a survey of agricultural establishments that participate in the UI system and are thus more likely to count more permanent agricultural workers than MSFWs. According to official estimates from EDD, payrolls in California's farm sector totaled 422,500 jobs in 2017. Farm jobs made up just 2.4 percent of California's total industry employment in 2017.

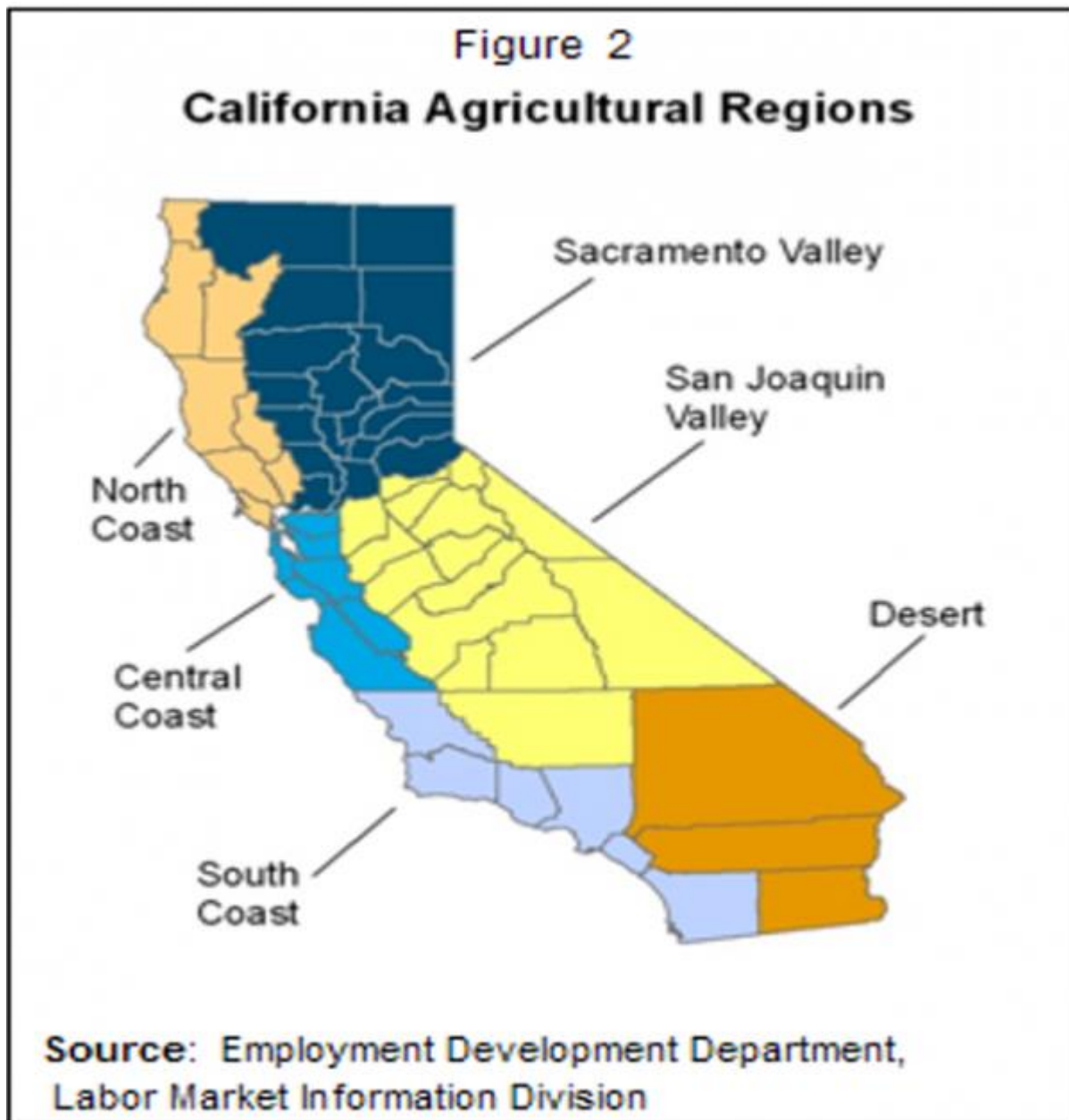
On an annual average basis, California farm payrolls decreased by 2,900 jobs (0.7 percent) from 2016 to 2017, and increased by 3,100 jobs (0.7 percent) from 2015 to 2016. Total farm employment has been remarkably stable over the last decade amidst year-to-year variability. From 2007 through 2017, annual average total farm employment in California grew by 38,800 jobs (10.1 percent), an average of 3,900 jobs per year.

Figure 1 shows the number of estimated farm jobs in California from 2007 through 2017.

Figure 1 shows the number of estimated farm jobs in California from 2007 through 2017.



Source: Employment Development Department, Current Employment Statistics Data

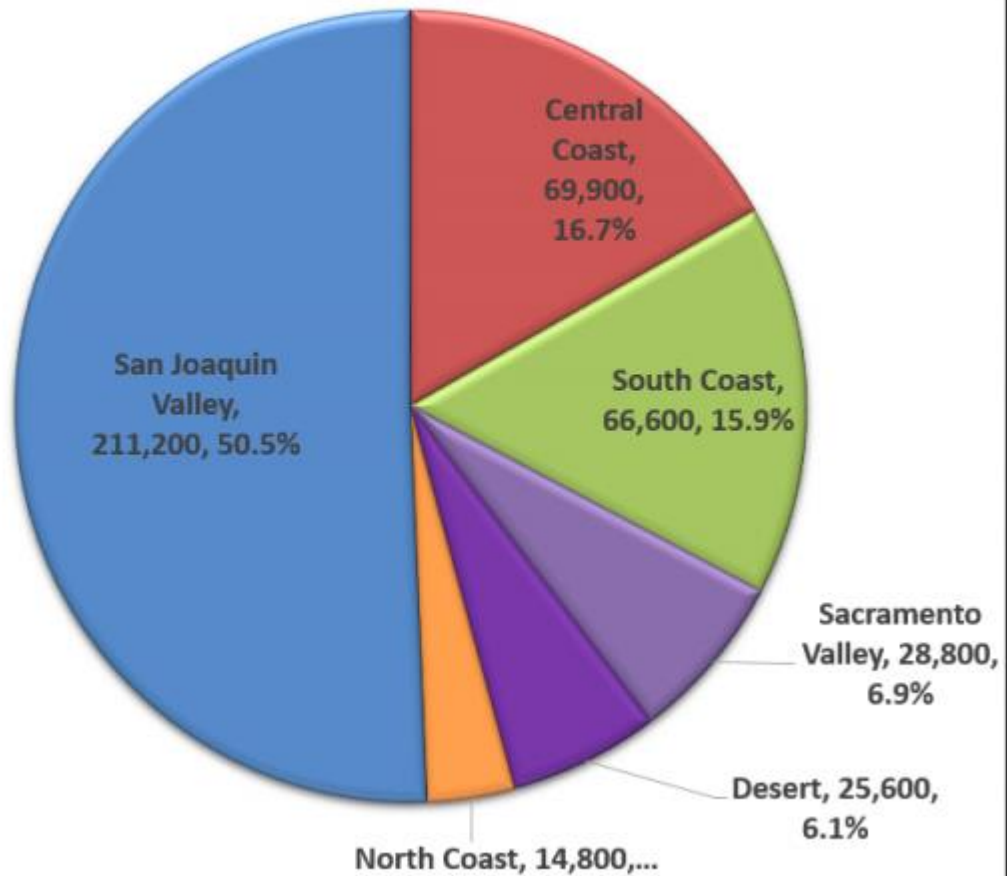


California agricultural employment estimates are broken out into six regions: Central Coast, Desert, North Coast, Sacramento Valley, San Joaquin Valley, and South Coast. These regions are displayed on the map in Figure 2.

Over half (50.5 percent) of California's agricultural jobs were in the San Joaquin Valley Region in 2017. Employers in the Central Coast and South Coast regions accounted for about one-third (32.6 percent) of the state's agricultural jobs. Individually, the Central Coast and South Coast Regions accounted for 16.7 and 15.9 percent of total agricultural employment, respectively. California's remaining agricultural jobs were distributed across the smaller Sacramento Valley, Desert, and North Coast Regions, each of which accounted for less than 7.0 percent of the state's agricultural jobs.

Figure 3 displays the distribution of California agricultural jobs by region in 2017 by number and as a percentage share of total agricultural employment.

Figure 3  
**Total Agricultural Jobs In California by Region in 2017, Annual Average**  
 (Region Name, Number of Jobs, Percent Share of Statewide Total)



Source: Employment Development Department, Agricultural Employment Data Series. Percentage will not sum due to rounding.

Figure 4 displays the distribution of California agricultural employment by county for 2017.

Figure 4 displays the distribution of California agricultural employment by county for 2017.



Table 6 shows the mean and median wages of selected agricultural occupations in California in the first quarter of 2017, with the occupations ranked by mean annual wage. The data were derived from information collected through the Occupational Employment Statistics (OES) Program, a federally sponsored survey program conducted through a cooperative agreement between the federal Bureau of Labor Statistics and the EDD.



Table 6 Agricultural Wages by Occupation in California: First Quarter 2017						
SOC Code	Occupational Title	May 2016 Employment Estimates	First quarter 2017 Mean Hourly Wage	First quarter 2017 Mean Annual Wage	First quarter 2017 Median Hourly Wage	First quarter 2017 Median Annual Wage
11-9013	Farmers, Ranchers, and Other Agricultural Managers	1,240	\$39.34	\$81,807	\$34.89	\$72,573
13-1074	Farm Labor Contractors	350	\$29.46	\$61,266	\$25.11	\$52,225
45-2011	Agricultural Inspectors	2,710	\$22.07	\$45,922	\$19.62	\$40,806
45-1011	First-Line Supervisors of Farming, Fishing, and Forestry Workers	5,430	\$21.69	\$45,106	\$18.20	\$37,860
45-2021	Animal Breeders	170	\$18.94	\$39,389	\$16.03	\$33,346
45-2099	Agricultural Workers, All Other	990	\$17.13	\$35,629	\$15.99	\$33,264
45-2093	Farmworkers, Farm, Ranch, and Aquacultural Animals	2,630	\$15.15	\$31,532	\$13.33	\$27,730
45-2091	Agricultural Equipment Operators	7,430	\$13.83	\$28,760	\$13.25	\$27,557
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	182,570	\$11.58	\$24,082	\$10.76	\$22,380
45-2041	Graders and Sorters, Agricultural Products	9,780	\$11.25	\$23,389	\$10.78	\$22,421

Source: Employment Development Department, OES Survey

Most of California farmworkers earn low wages. The median annual wage in the three largest agricultural occupational groups, in terms of employment, was less than \$30,000 in the first quarter of 2017: agricultural equipment operators (\$28,760); farmworkers and laborers, crop, nursery, and greenhouse (\$24,082); and graders and sorters, agricultural products (\$23,389). According to OES employment estimates, these three occupational groups comprised of 92.1 percent of total agricultural employment.

Farmers, ranchers, and other agricultural managers, with a mean annual wage of \$81,807, earned the highest wages in agriculture. This occupational group comprised of just 0.6 percent of overall agricultural employment in May 2017. The next highest paying agricultural occupations were: farm labor contractors (\$61,266); agricultural inspectors (\$45,922); and first-line supervisors or managers of farming, fishing and forestry workers (\$45,106).

## **The Impacts of Agricultural Technology on Today's Farm Workforce**

According to a University of California Davis (UC Davis) research study, today's farm employers have increased their reliance on mechanization to save on the cost of labor, counteract the impact of a reduction in farm labor resources (e.g., workers), and adjusted to the increase in the minimum wage. The use of mechanization is not new to the U.S. agriculture industry that went from 95.0 percent of U.S. residents in agriculture in 1790 to less than 2.0 percent today.

The mechanization of labor activities impacts the farm labor workforce that ranges from increased worker productivity to the replacement of hired hands for advanced machinery.

An example of this increased productivity is the use of hydraulic platforms, instead of workers using ladders to fill large bags of hand-picked produce.[1] In addition, workers are benefiting from the use of conveyor belts to move produce and this reduces the need of workers to carry harvested produce to various locations on the farm.

However, according to UC Davis research, the production and harvesting of some of the nation's largest agricultural commodities—corn, cotton, rice, soybeans, and wheat—have been mainly mechanized.[2] In addition, machines have substituted human hands in even the most labor intensive of areas such as the planting and pruning of blueberries, peaches, and leaf lettuces.

The current means of data collection conducted at the state and federal level do not allow for an accurate estimate of the net employment impact of mechanization on the farm workforce, but qualitative data from various members of the farm industry (e.g., farm labor contractors, farmers, consultants) have reported its relative impact on employment.

[1] Martin, Philip L., *Immigration and Farm Labor: Challenges and Opportunities*. Giannini Foundation of Agricultural Economics-University of California, 2017, page 20.

[2] Martin, Philip L., *Immigration and Farm Labor: Challenges and Opportunities*. Giannini Foundation of Agricultural Economics-University of California, 2017, page 21.

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWs IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

### **Number of MSFWs in California**

The official estimates of agricultural employment in this report are derived from agricultural labor data that the EDD, in collaboration with the USDA, compiles from monthly surveys of farm owner-operators in California. Agricultural employers who participate in the survey report the number of jobs filled by all workers in their establishments during the survey's reference week. However, given the crop cycle, demand for farm labor tends to be highly seasonal with peak periods of demand for work that is often of very short duration. As a result, high job turnover and worker mobility are distinguishing features of the agricultural labor market. While official employment estimates, based on surveys, count permanent farm jobs and include any jobs filled by MSFWs identified by employers as working during the survey's reporting week[1], they do

not necessarily count positions that are filled by MSFWs at other times of the month. Moreover, an analysis of preliminary public use data from DOL's 2015-2016 National Agricultural Workers Survey (NAWS)[2] indicated that 56.0 percent of California farmworkers were undocumented, many of whom were employed under informal work arrangements. As such, official estimates of agricultural jobs most likely understate the actual number of individuals in California's agricultural workforce. This is particularly true of MSFWs.

This report provides a best estimate of the number of MSFWs in California in 2017 because data unavailability and limitations preclude making a precise estimate. This best estimate relies on official 2016 survey-based agricultural employment estimates, a 2018 study undertaken by the UC Davis and EDD's Labor Market Information Division (LMID), *California Farmworkers in 2016*[3], that estimated the actual number of farmworkers in 2016 and calculated a ratio of actual farmworkers to the number of officially estimated farm jobs, and preliminary findings from the 2015-16 NAWS survey to estimate the number of MSFWs.

MSFWs are typically employed as crop workers and demand for their labor ebbs and flows with the crop production cycle. Under the North American Industry Classification System (NAICS), crop production jobs are counted in two industries: crop production and farm labor contractors and crew leaders. Whereas crop production jobs are mostly field-based and reported directly by growers, farm labor contractors supply workers to farms and a job reported by a farm labor contractor may include work done on more than one farm. In 2017, employment in crop production totaled 169,100 jobs and farm labor contractors reported an additional 143,800 jobs, yielding a combined total of 312,900 crop production jobs in California. Nearly three-quarters (74.8 percent) of all agricultural jobs in California in 2017 were in crop production.

The *California Farmworkers in 2016* study by UC Davis and the EDD-LMID compared the number of agricultural workers to the number of officially reported farm jobs in 2016 based on an analysis of the comprehensive wage and employment records that are maintained by EDD-LMID. The study used social security numbers (SSN) to identify and count the number of workers in agricultural establishments as coded under NAICS. After making adjustments for what appeared to be false or shared SSNs, the study determined that there were 989,500 unique SSNs reported by agricultural establishments in 2016. In contrast, the official EDD estimate was that California had 421,000 agricultural jobs in 2016. Based on these findings, the UC Davis/EDD-LMID study concluded that there were 2.0 agricultural workers for every reported agricultural job in California in 2017. The study also determined that this ratio has held steady since 2007.

Assuming that most MSFWs are primarily crop workers employed by growers and farm labor contractors, the estimate of the number of MSFWs in California in 2017 was calculated as follows:

- In 2017, the reported number of crop production and farm labor contractor jobs totaled 169,100 and 143,800, respectively, for a total of 312,900 jobs in the crop production. Assuming that there were 2.0 farmworkers for every officially estimated job, this implies that there were 625,800 crop workers in California in 2017.
- Analysis of the 2015-2016 NAWS public use data indicated that 59.9 percent of California farmworkers reported that they worked for their employer on a year-round basis and 40.1 percent reported they worked on a seasonal basis.
- The 2015-2016 NAWS public use data also indicated that 16.0 percent of crop farmworkers in California were migrants.[4] Applying the NAWS-derived estimated shares of crop workers who were seasonal to the estimated number of crop workers in

2017, yields an estimate that there were approximately 250,900 seasonal farm workers in California in 2017, of whom 40,100 were migrant workers.

- Barring significant changes to national immigration policies, the estimated numbers of MSFWs in California are expected to remain near these same levels over the next two years.

These calculations are also summarized in tabular format below.

[1] The survey reference week is always the week that includes the 12<sup>th</sup> of the month.

[2] The 2015-2016 NAWS public use data will be available soon from the DOL Website at: <http://www.doleta.gov/agworker/naws.cfm>.

[3] The survey reference week is always the week that includes the 12<sup>th</sup> of the month.

[3] The 2015-2016 NAWS public use data will be available soon from the DOL Website at: <http://www.doleta.gov/agworker/naws.cfm>.

[3] Martin, Philip, Brandon Hooker, and Marc Stockton, 2018. *California Farmworkers in 2016*. November 10, 2018.

[4] The NAWS defines a migrant farmworker as one who travels more than 75 miles to obtain a job in U.S. agriculture.

<b>Table 7</b> <b>Estimated Number of MSFWs in California in 2017</b> (Estimates are rounded to the nearest hundred)	
<b>Total Jobs in Crop Production (Official Estimates)</b>	<b>312,900</b>
Assumed Farmworkers to Job Ratio	2.0
<b>Estimated Number of Crop Workers in California</b>	<b>625,800</b>
Share of Farmworkers Who Work Seasonally (NAWS)	40.1%
<b>Estimated Number of Seasonal Farmworkers in California</b>	<b>250,900</b>
Share of Farmworkers Who Are Migrants (NAWS)	16.0%
<b>Estimated Number of Migrant Farmworkers in California</b>	<b>40,100</b>

Source: EDD-LMID

Note: Seasonal share as reported by NAWS PLUS allocation of "Don't knows" by same percent.

### Outreach Activities

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

The EDD operates an MSFW Outreach Program throughout the state to meet the needs of MSFWs and to locate and contact MSFWs in areas are not being reached through normal intake activities in areas. The state's strategy is to designate Significant MSFW AJCC to deliver the services and conduct outreach activities where there is a high concentration of MSFWs. On

annual basis, the state reviews the agricultural employment numbers on MSFWs to identify and recommends a list of AJCCs to the Department of Labor for certification. Once the AJCCs Offices are certified, each Significant MSFW AJCC is allocated personnel resources to conduct vigorous outreach for the MSFW population. Currently the MSFW Outreach Program consists of 29 primary outreach workers located in Significant MSFW AJCC offices throughout the state. These outreach workers provide MSFWs with information on the services and resources available at the Significant MSFW AJCC offices, community based organizations (CBO), and other state and federal agencies serving MSFWs in the area.

Outreach workers spend 85 percent of their time conducting outreach activities to contact MSFWs who are not reached by normal intake by conducting outreach where they live, work, or gather. Typically, MSFWs live in economically depressed locations in the outskirts of cities or in farm homes. Often the housing infrastructure for MSFWs is inadequate. Therefore, due to the isolation and conditions in which MSFWs live, barriers for MSFWs are created, thereby preventing them from accessing social services, community resources, and employment and training services.

Outreach worker responsibilities include:

- Educate MSFWs of their rights with respect to terms and conditions of employment.
- Develop and maintain relationships with MSFWs, public and private community agencies, MSFW groups, and employers.
- Coordinate outreach efforts with MSFW community service providers, including WIOA Title I Section 167 providers.
- Assist MSFWs with job search and placement, initiating job development contacts, and referrals to supportive services.
- Conduct informational workshops for MSFWs at Significant MSFW AJCC offices or other locations.
- Assist with the completion of the CalJOBS<sup>SM</sup> registration, resume, job applications, and other documents as needed.
- Document all reportable services provided to MSFWs.
- Conduct follow-up interviews with reportable individuals to ensure service or training was received.
- Assist MSFWs with making appointments and arranging transportation.
- Observe the working and living conditions of MSFWs.
- Provide assistance with obtaining UI benefits, information on the California Training Benefits program, and referrals to specific employment opportunities if MSFWs are unemployed.
- Provide information regarding employment opportunities that may be available including any available H-2A agricultural job orders.
- Inform MSFWs of the full range of available services, including: job training opportunities available through the Significant MSFW AJCC offices and CBOs.

- Engage in public awareness campaigns to educate job seekers and small businesses about Covered California™ as a resource to help make informed decisions about health care coverage options. The outreach workers may provide MSFWs helpful fact sheets regarding the program, financial assistance, and hand out informational brochures in English and Spanish.
- Contact MSFWs working under the H-2A program to provide them information pertinent to workers employed under this program, including information about their rights and protections under the H-2A contractual agreement.
- Inform MSFWs about the ES Complaint System and providing assistance with the complaint process.
- Identifying signs related to human trafficking, documenting and referring such complaints/apparent violation to the appropriate enforcement agencies.

The work of the MSFW is predominately performed outdoors in remote areas in varied weather conditions, around pesticides and machinery. Outreach workers frequently drive off main roadways onto dirt roads which are often impacted by extreme weather conditions or by irrigated farm fields that require high clearance four-wheel drive vehicles.

#### 4. OUTREACH ACTIVITIES

Acknowledging that many MSFWs live in isolated areas, outreach workers are strategic in how they reach MSFW. The EDD's statewide strategies include:

- Utilizing networks of community and local partners that provide services to MSFWs to identify community events and establish a presence to share information and educate MSFWs about resources available to them.
- Promoting coordination with local partner agencies to compliment outreach efforts to reach the MSFW populations.
- Collaborating with local non-profit and advocacy organizations and ensuring ensure we are reaching the MSFW population to adequately address their needs.
- Engaging MSFWs in a manner that is culturally and linguistically appropriate to meet their needs.

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- Collaborating with local non-profit and advocacy organizations and ensuring ensure we are reaching the MSFW population to adequately address their needs.
- Engaging MSFWs in a manner that is culturally and linguistically appropriate to meet their needs.

The EDD uses all of the methods referenced in this section to increase the capacity of its outreach worker staff. Additionally, the Foreign Labor and Farmworker Services Group (FLFSG) hosts quarterly MSFW conference calls to provide a forum for EDD staff as well as representatives from partner agencies and CBOs to discuss the delivery of services, training programs, and technical assistance to better serve MSFWs. Participants are able to share best practices, discuss outreach goals for the upcoming quarter, and promote partnerships with state agencies, NFJP grantees, and other CBOs. The Monitoring Advocate Office (MAO) and FLFSG obtain feedback to update and enhance EDD's policies and procedures. Keynote speakers are invited to provide information and educational material at each quarterly MSFW conference call.

Below are examples of presenters and topics discussed during quarterly MSFW conference call:

- The Agricultural Labor Relations Board provided an overview of its role and responsibilities, including the type of complaints it investigates and best practices for collecting information to process complaints. The MAO provided information regarding the elements reviewed during the on-site annual review of the Significant MSFW AJCCs for staff and management. The information focused on the MSFW Outreach Program daily and monthly reports, the recruitment of workers to the H-2A Temporary Agricultural Program job orders, and the Migrant Indicator of Compliance (MIC) report.
- The Labor & Workforce Development Agency provided a presentation on former Governor Jerry Brown's initiatives to increase services to MSFWs, which are further expanded under Governor Gavin Newsom, to ensure underserved populations are better served in California. The UI Branch provided an overview of the UI objectives related to the MSFW program and the requirement to provide meaningful assistance at peak times to MSFWs.
- The Department of Industrial Relations (DIR) Division of Labor Standards Enforcement presented information regarding wages in California including the 2019 minimum wage, overtime requirements in agricultural, and MSFWs paid piece rate wages. In addition, the DIR Division of Occupational Safety and Health Administration presented information on best practices regarding heat illness prevention.

The EDD continues its efforts to increase outreach worker awareness of core programs by conducting the following:

- Providing training on core programs, including California Training Benefits, Trade Adjustment Assistance, Veteran's programs, and Youth and Dislocated Worker programs.
- Developing and providing a two hour training on the UI program. The training includes UI claim filing eligibility basics, UI claim management, maneuvering the UI public facing computer system, and understanding notices sent to claimants. The UI training also includes requirements to seek work and the results of non-compliance.

The state uses professional development activities that increase cultural and linguistic related competencies for outreach workers to ensure that they are able to provide high quality services to both job seekers and employers. EDD staff will be provided with the required information about core programs, including UI, and hear a consistent message regarding expected levels of performance, service delivery and service quality. The training activities enables EDD staff to assist MSFW job seekers with job search assistance and coaching, job screening and resume writing, and referrals to jobs. Furthermore, the training activities facilitate EDD staff to

coordinate with employers to provide referrals of qualified job seeker, general information regarding agricultural labor, health and safety laws, and assistance with job seeker screening to strengthen their businesses. These professional development opportunities are provided throughout the state to promote consistency. The delivery methods of these trainings will include, but will not be limited to, workshops, seminars, on-the-job training, and web based training sponsored by the U.S. Department of Labor Employment Training (DOLETA) as listed below:

- Migrant and Seasonal Farmworkers 101 Training Modules
- Agricultural Outreach Workers Training Module
- State Monitor Advocate Roles and Responsibilities Training Module
- Employment Service Complaint System
- Create Effective Outreach Strategies for Farmworkers, Employers and Stakeholders
- Youth in Agriculture: Serving Young Farmworkers
- Provide Exemplary Customer Service to Farmworkers - Perform Better on the Job Series

Significant MSFW AJCC office managers provide on-going training and development for staff regarding ES through its core curriculum regarding serving the public and marketing of EDD services. There is also training and community vendor services available to MSFWs and employers to better support outreach workers responsibilities in the field. The FLFSG assists in providing technical support and guidance to support managers and outreach staff on state and federal regulations pertaining to MSFW outreach. The length of training varies between one to three days depending on the content and staff development needs.

Other outreach efforts include partnering with La Cooperativa Campesina de California, a statewide association of service providers operating WIOA Title I Section 167 and Community Services Block Grant MSFW service programs. La Cooperativa Campesina de California's Board of Directors consists of representatives from member agencies and members of the community. La Cooperativa Campesina de California's five member agencies are NFJP grantees which include the Center for Employment Training (CET), California Human Development (CHD), Central Valley Opportunity Center (CVOP), County of Kern Employer's Training Resource (ETR), and Proteus, Inc. These NFJP grantees currently operate 66 service centers including mobile service units and other service access sites throughout 31 counties in California, offering comprehensive services to rural, agricultural regions. The services provided include education and ES, supportive services, emergency and disaster services, and advocacy and awareness.

Since the services offered by NFJP grantees focus on increasing self-sufficiency and protecting farmworkers in local communities in which they live, and with partners whom are trusted in communities, they can achieve much higher rates of participation by this traditionally hard-to-reach population.

The EDD continues to pursue and promote more collaborative co-enrollment policies between the WIOA Title I Section 167 providers and other WIOA funded programs that assist the WIOA Title I Section 167 network. This will provide their mutual farmworker customers with an enhanced and accessible range of services. This effort will be augmented by the mutual use of the state's CalJOBS<sup>SM</sup> system.

#### WIOA 25 Percent Additional Assistance Grants



La Cooperativa Campesina de California is a recipient of WIOA 25 Percent Additional Assistance funding who received \$6,643,200 to serve MSFWs in 30 counties in California from April 1, 2019 to March 31, 2021. This funding will be used to provide career services, training services, and follow up services to a total of 956 participants affected by dislocation due to seasonal farm work and have significant barriers to employment. Barriers that are addressed include basic skills deficiency, low education, limited English, and limited career exposure and poverty.

La Cooperativa Campesina de California also received \$998,550 for an Energy Efficiency/Renewable Energy (EERE) Jobs Project to provide services to over 150 dislocated agricultural workers from July 1, 2018 to December 31, 2019. The County of Kern ETR, through a network of partnerships, provides comprehensive services that address the barriers of this population while providing training in high demand EERE jobs. Vocational training that has been developed with employers are provided to all participants to transition into good paying jobs in the EERE industry that offer career potential and self-sufficiency.

#### Wagner-Peyser 10 Percent Discretionary Grants

La Cooperativa Campesina de California received \$150,000 in W-P 10 percent discretionary grant funding to establish an access point between NFJP grantees and the EDD for the referral of complaints, and to increase awareness of the ES Complaint System from November 1, 2019 to November 30, 2020. The funding is divided into five awards up to \$30,000 for each NFJP grantee to use their existing outreach system to strengthen and expand the EDD's ES Complaint System. Additionally, the MAO will develop a training plan to train outreach and front-line NFJP grantee managers and staff on the process, forms and reporting associated with the ES Complaint System.

To expand MSFWs outreach efforts throughout the state of California, Mixteco/Indigena Community Organizing Project (MICOP) received \$100,000 in W-P 10 discretionary grant funding to provide information to MSFWs and their families using radio and media strategies from November 1, 2019 to November 30, 2020. MICOP unites indigenous leaders and allies to strengthen the Mixtec and indigenous immigrant community in Ventura County, estimated at 20,000 people. Most are strawberry farmworkers, and speak in their indigenous language. MICOP's majority-indigenous staff builds community leadership and self-sufficiency through education and training programs, language interpretation, health outreach, humanitarian support, and cultural promotion reaching approximately 6,000 individuals each year.

MICOP Radio Indigena produces and broadcasts 24 thirty minute radio segments broadcasted in Spanish with additional daily public service announcements in Spanish and indigenous languages including Mixteco, Purepecha, Zapoteco with additional proposed expansion to Triqui, Urdu, Hmong and Punjabi for selected regions of California. The segments air as part of the "Empoderando la Comunidad" radio program in live and recorded formats by Radio Indigena, Radio Bilingue, and Radio Campesina. Additionally, live streaming and recorded on demand versions are available on the radio stations' websites and various dedicated social media channels.

While the partnership with La Cooperativa Campesina de California and its members, and the MICOP helps to enhance our footprint in agricultural communities, the personal touch and one-on-one engagement with MSFWs is limited. Thus, it requires educating partners within the AJCC system on the needs, and best strategies to increase MSFW participation at the Significant MSFW AJCC offices.

In accordance with the DOL Training and Employment Guidance Letter (TEGL) 8-17, the MAO participated in meetings with La Cooperativa Campesina de California and NFJP grantees to

discuss the NFJP Memorandum of Understanding (MOU) and marketing and outreach efforts to create awareness among MSFWs. Future meetings will consist of quarterly conference calls with all La Cooperativa Campesina de California, NFJP grantees, and local service providers. An umbrella MOU is currently in process and projected to be completed by December 30, 2019. Subsequently, the discussion to cross-train staff will be coordinated to ensure services to farmworkers are seamless.

The Significant MSFW AJCC office managers and outreach workers are encouraged to have on-going meetings with NFJP staff, participate in local MSFW forums and farmworker appreciation events, and promote EDD services and NFJP grantee resources. The NFJP grantees and Significant MSFW AJCC office staff will support, refer, and co-enroll participants, if necessary.

## 5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

The EDD successfully serves the agricultural community through an outreach program designed to serve both MSFWs and agricultural employers. The outreach worker's responsibility is to locate and contact MSFWs who are not being reached by the normal intake activities conducted by the Significant MSFW AJCC offices. Outreach workers search for MSFWs throughout the state, especially in rural areas where they live, work, and gather to present the services in a language readily understood by them. Outreach worker responsibilities include:

- Educating MSFWs of their rights with respect to terms and conditions of employment.
- Developing and maintaining relationships with MSFWs, public and private community agencies, MSFW groups, and employers.
- Coordinating outreach efforts with MSFW community service providers, including WIOA Title I Section 167 providers.
- Assisting MSFWs with job search and placement, initiating job development contacts, and referrals to supportive services.
- Conducting informational workshops for MSFWs at Significant MSFW AJCC offices or other locations.
- Assisting with the completion of the CalJOBS<sup>SM</sup> registration, resume, job applications, and other documents as needed.
- Documenting all reportable services provided to MSFWs.
- Conducting follow-up interviews with reportable individuals to ensure service or training was received.
- Assisting MSFWs with making appointments and arranging transportation.
- Observing the working and living conditions of MSFWs.
- Providing assistance with obtaining UI benefits, information on the California Training Benefits program, and referrals to specific employment opportunities if MSFWs are unemployed.
- Providing information regarding employment opportunities that may be available including any available H-2A agricultural job orders.

- Informing MSFWs of the full range of available services, including: job training opportunities available through the Significant MSFW AJCC offices and CBOs.
- Engaging in public awareness campaigns to educate job seekers and small businesses about Covered California™ as a resource to help make informed decisions about health care coverage options. The outreach workers may provide MSFWs helpful fact sheets regarding the program, financial assistance, and hand out informational brochures in English and Spanish.
- Contacting MSFWs working under the H-2A program to provide them information pertinent to workers employed under this program, including information about their rights and protections under the H-2A contractual agreement.

Informing MSFWs about the Employment System (ES) Complaint System and providing assistance with the complaint process.

In addition, staff from WIOA Title I Section 167 providers, such as the NFJP grantees, co-located or near Significant MSFW AJCC offices, collaborate to provide MSFWs with a comprehensive list of services designed to place them into full-time, non-seasonal employment or provide placement assistance in agricultural occupations offering higher wages. The Significant MSFW AJCC offices actively participate in recruitment activities to identify and refer qualified U.S. workers to employers for H-2A job openings.

Outreach workers are trained in local office procedures, ES Complaint System, and in the services, benefits, and protections afforded to MSFWs. In addition, outreach activities are conducted on a year-round basis by outreach workers who are fluent in Spanish and able to relate to the needs of MSFWs and promote community resources.

Agricultural employers and MSFWs receive additional services from five Agricultural Business Representatives (ABR). The ABRs complete housing inspections for agricultural employers that use the H-2A Program to ensure employers are providing adequate housing to MSFWs. The ABRs also collect agricultural data and prepare crop activity reports of their respective agricultural areas, as well as conduct field checks of H-2A employers to ensure employers follow the terms and conditions of their work contract. They also assist with conducting prevailing wage and prevailing practice surveys and play an important role in the health and safety and protection of the H-2A workers.

#### Services to Agricultural Employers

The EDD recognizes the importance of the agricultural industry in California and devotes resources to meet the labor needs of agricultural employers and MSFWs. Agricultural services funding is provided by W-P and annual Foreign Labor Certification (FLC) funds granted to the state. Federal W-P funds are allocated to the state based on a formula. The DOL allocates \$1.5 million in FLC funds to California to process Agricultural and Food Processing Clearance Orders ETA Form 790, conduct housing inspections, conduct prevailing wage and prevailing practice surveys, and collect agricultural crop and labor information.

California also provides labor exchange services to agricultural employers. These services target the specific needs of the agricultural employer by using the following services provided by CalJOBS<sup>SM</sup>:

- Generate CalJOBS<sup>SM</sup> letters that enable staff to create and send letters to job seekers who are registered in CalJOBS<sup>SM</sup> regarding job opportunities and targeted recruitment letters.
- Employer self-service options to update their company profiles, post and update recruitments, conduct résumé searches, and contact qualified job seekers.
- Perform recruitment activities to find and refer qualified MSFWs in order to fill the labor needs of agricultural employers.
- Conduct mass job referrals electronically through CalJOBS<sup>SM</sup>.
- Assist with résumé searches and ES office staff mediated services that encourage agricultural employers to publish their job openings using CalJOBS<sup>SM</sup> to fill their job openings.
- Provide labor market information such as data on supply and demand, salaries, training requirements, new and emergent occupations, and industry growth.
- Provide Rapid Response services due to plant closures or mass layoffs. These services are offered to workers at the employer's job site and include information on assistance that can be provided at the AJCC offices.

Information on the ES Complaint System is an integral part of the outreach workers' educational toolkit and is shared with MSFWs and the advocacy organizations. The Significant MSFW AJCC staff receive training on the ES Complaint System. The MAO revised the ES Complaint System Manual and provides technical assistance to the system users during on-site monitoring reviews. A website is available with training modules, forms and instructions, and webinars. The Workforce3One training modules are among the various trainings available on this site.

In accordance with TEGL 8-17, the MAO continues to discuss with the NFJP grantees to publicize the ES Complaint System including efforts to refer any complaints or apparent violations to the nearest AJCC EDD complaint specialist that serves agricultural employers. In addition, the EDD reserved up to \$150,000 of Wagner-Peyser 10 percent Governor's Discretionary funds through the Campesino de California Outreach Grant – Complaint System Awareness and Referral Program. The goal of this initiative is to create partnership with the NFJPs to expand access points to the Employment Service and Employment-Related Laws Complaint System. The MAO continues to work with federal and state enforcement agencies to help enforce employment laws and address complaints related to labor law violations.

The ARS is a nationwide recruitment and referral system. It can be used to systematically move workers within a state and from other states when there is an anticipated shortage of agricultural workers. The process is less time consuming and more cost effective for employers that use the H-2A Program.

The EDD continues to market the ARS to employers and Significant MSFW AJCC offices. EDD will improve the use of the ARS system by providing training, developing a marketing plan, and organizing employer forums with federal and state partner agencies.

By training the employers and Significant MSFW AJCC office managers and staff on the use of the ARS, the reliance on the use of the H-2A program will decrease resulting in cost savings for agricultural employers.

## 6. OTHER REQUIREMENTS

## A. COLLABORATION

The EDD has substantial financial agreements with MSFW service providers including various contracts with La Cooperativa Campesina de California. The agreements total more than \$11,087,142 for National Dislocated Worker Grants awarded from January 24, 2018 to December 31, 2020.

The EDD has implemented ongoing efforts to strengthen its collaborative efforts with advocacy agencies including the Consulate General of Mexico, Sacramento.

The EDD continues to build these relationships and agreements and develop new relationships over the next four years by:

- Continuing to work with our NFJP partners to strengthen and improve how we serve our immigrant and limited English proficient populations including increasing co-enrollment between both WIOA Title I and W-P by using the CalJOBS<sup>SM</sup> case management system to track, manage, and report on MSFWs.
- Providing additional WIOA discretionary resources to develop California's capacity to serve MSFWs and other limited English proficient populations. For example, during state Program Year 2019-20, \$1.2 million of WIOA discretionary funds for Regional Workforce Accelerator projects will be awarded to develop and test innovations that accelerate employment for these populations.
- Participating in convening stakeholders that have specialized expertise in serving immigrants and/or persons with limited English language proficiency to identify and develop partnerships with immigrant rights organizations.

## B. REVIEW AND PUBLIC COMMENT

The State MAO reviewed the 2019 submission of the AOP and provided valuable feedback in compiling the final draft. The EDD is awaiting comments and recommendations from La Cooperativa Campesina de California and NFJP grantees. The comments and suggestions received will be reviewed, addressed, and considered before incorporating in the final AOP.

## C. DATA ASSESSMENT

The state has historically met the W-P performance goals to provide qualitatively equivalent and quantitatively proportionate services to MSFW compared to services for non-MSFWs.

The past four years of W-P data reports indicates that EDD has met all equity service level indications for PY 2018-19 ensuring MSFWs continue to receive qualitatively equivalent and quantitatively proportionate services at significantly greater rates than non-MSFWs.

The EDD is also required to meet the minimum service level indicators of compliance which are established to ensure that MSFWs receive equitable employment services. During PY 2018-19, EDD met four out of four minimum service level indicators.

The EDD has taken an active role to ensure compliance in tracking services to MSFWs and all job seekers. The EDD has trained staff and AJCC partners on the use of CalJOBS<sup>SM</sup> and has created comprehensive tools on the CalJOBS<sup>SM</sup> service codes.

## D. ASSESSMENT OF PROGRESS

The DOL ETA requires states to ensure equity of services for MSFWs and non-MSFWs. The MAO ensures MSFWs continue to receive qualitatively equivalent and quantitatively proportionate

services similar to non-MSFWs by monitoring indicators of compliance on all service outcomes tracked for regular job seekers, including MSFWs. A summary of the more recent progress made by EDD includes the following:

- Referred to Employment: In PY 2018-19 the EDD exceeded the number of referrals to employment for MSFWs by 934 compared to PY 2017-18. The EDD continues to exceed the expectation by a significant amount and continues to refer MSFWs to all available employers.
- Received Staff Assisted Services: In PY 2018-19 the number of staff assisted services received by MSFWs increased by 2,815 compared to PY 2017-18. The EDD continues to exceed the expectation by a significant amount and continues to assist MSFWs with their needs.
- Referred to Supportive Services: In PY 2018-19 the number of MSFWs referred to supportive services increased by 3,200 compared to PY 2017-18. The EDD continues to exceed the expectation by a significant amount and continues to refer and inform MSFWs of all available services.
- Career Guidance: In PY 2018-19 the number of MSFWs receiving career guidance increased by 2,547 compared to PY 2017-18. The EDD continues to exceed the expectation by a significant amount and continues to guide and encourage the MSFWs to use their current skills and apply them to a new career plan.
- Job Development Contacts: In PY 2018-19 the EDD decreased the number of job development contacts to MSFWs by 20 compared to PY 2017-18. However, the EDD still met the minimum service level to MSFWs. The EDD continues to exceed the expectation by a significant amount and continues to assist MSFWs individually according to their needs.

#### E. STATE MONITOR ADVOCATE

The State Monitor Advocate Office reviewed the AOP and provided valuable, informal feedback in compiling the final draft.

#### WAGNER-PEYSER ASSURANCES

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued;	Yes

The State Plan must include	Include
3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	

#### WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	60.0	61.4	61.0	61.4
Employment (Fourth Quarter After Exit)	58.0	62.0	63.0	62.0
Median Earnings (Second Quarter After Exit)	5800.0	6,689.0	6100.0	6,689.0
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

#### PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

##### A. ALIGNING OF CONTENT STANDARDS

The California Department of Education (CDE), through the State Board of Education (SBE), adopted the Common Core State Standards (CCSS) in 2010. In March 2013, the CDE adopted the College and Career Readiness Standards (CCRS). In March 2014, the State Superintendent of Public Instruction announced the Standards for Career Ready Practice. These standards describe the fundamental knowledge and skills that students need to prepare for transition to postsecondary education, career training, or the workforce. The Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs or

integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a program of study.

The CDE adult education office has aligned its content standards to the state-adopted challenging academics of the CCSS and CCRS. The California adult education high school diploma meets the same standards as required for the K–12 high school diploma. The CDE has developed and implemented curriculum and assessment standards within Adult Basic Education (ABE) and English as a Second Language (ESL) to meet the Educational Functioning Levels established by the National Reporting System (NRS) and to achieve the K–8 academic literacy objectives established by the state’s standards and frameworks.

The CDE provides numerous professional development opportunities to the Title II local providers on the CCSS and CCRS. Thus, local adult education programs are aligned to the CCSS and CCRS, providing standards-based contextualized curriculum, evidence- based instruction, and assessment focusing on the skills that enable learners to participate more fully within American society as citizens, workers, and family members. In addition, the CDE, through the professional development contractor, has been offering trainings on the English Language Proficiency Standards (ELPS) for Adult

Education since January 2017. The ELPS, published by the American Institute for Research on October 2016 for the U.S. Department of Education, correspond to the CCRS for English Language Arts and Literacy, and Mathematical and Science Practices.

## B. LOCAL ACTIVITIES

### ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

Funding WIOA, Title II: AEFLA Providers

#### **Applicant Screening**

For the grant years July 1 2020–June 30, 2023, an open competitive application process will be executed adhering to the thirteen considerations specified in the Workforce Innovation Opportunity Act (WIOA), Title II: AEFLA, effective July 2014. Grant applicants will be required to establish that they have demonstrated effectiveness through performance data on its record of improving the skills of eligible individuals, particularly those who have low levels of literacy. This must be demonstrated in the following content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the state’s application for funds. Grant applicants will also be required to provide information regarding outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.

#### **Eligible Provider**

An eligible provider is defined as an organization that has demonstrated effectiveness in providing adult education and literacy activities. These organizations may include, but are not limited to:

1. local educational agencies;
2. community based or faith-based organizations;
3. volunteer literacy organizations;
4. institutions of higher education;



5. public or private nonprofit agencies;
6. libraries;
7. public housing authorities;
8. nonprofit institutions not described in (a) through (g) of this section that have the ability to provide adult education and literacy activities to eligible individuals;
9. consortia or coalitions of agencies, organizations, institutions, libraries, or authorities described in (a) through (h) of this section. (NOTE: All agencies applying as a consortium or a coalition must reside within the boundaries of one of the 71 regional community college district service areas established under the California Adult Education Program [CAEP]);
10. partnerships between employers and entities described (a) through (i) of this section. (WIOA, Title II, Section 203(5); 34 CFR 463.23)

#### Demonstrated Effectiveness

An eligible provider must establish that it has demonstrated effectiveness through performance data on its record of improving the skills of eligible individuals, particularly those who have low levels of literacy. This must be demonstrated in the following content domains:

- reading,
- writing,
- mathematics,
- English language acquisition, and
- other subject areas relevant to the services contained in the state's application for funds.

An eligible provider must also provide information regarding its outcomes for participants related to:

- employment,
- attainment of secondary school diploma or its recognized equivalent, and
- transition to postsecondary education and training. (34 CFR §463.24).

#### Application Submission

Successful applicants in the screening process are allowed to apply online via the Request for Application (RFA) process. Agencies must provide narrative detail to the prompts associated with the following considerations:

1. Needs Assessment: The degree to which the provider is responsive to (A) regional needs as identified in the local plan under section 108; and (B) serving individuals in the community who are identified in such plan as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills, or who are English language learners.
2. Serving Individuals with Disabilities: The degree to which the provider is able to serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

3. **Past Effectiveness:** The degree to which the provider demonstrates past effectiveness in improving the literacy of eligible individuals to meet state-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy.
4. **Alignment with America's Job Center of California<sup>SM</sup> (AJCC) Partners:** The degree to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners. **Flexible Scheduling:** The degree to which the eligible provider's program is of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains, and uses instructional practices that include the essential components of reading instruction.
5. **Evidence-Based Instructional Practices and Reading Instruction:** The degree to which the eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction, are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice.
6. **Effective Use of Technology and Distance Learning:** The degree to which the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.
7. **Facilitate Learning in Context:** The degree to which the eligible provider's activities offer learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and exercise the rights and responsibilities of citizenship.
8. **Qualified Instructors and Staff:** The degree to which the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the state, where applicable, and who have access to high quality professional development, including through electronic means.
9. **Partnerships and Support Services for Development of Career Pathways:** The degree to which the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.
10. **High Quality Information and Data Collection System:** The degree to which the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance.
11. **Integrated English Literacy and Civics Education:** The degree to which the eligible provider has a demonstrated need for additional English language acquisition programs and civics education programs.

The CDE will issue a Grant Award Notification (GAN) to successful applicants. Unsuccessful applicants will be given a period to appeal.

Successful grantees will be required to submit annual progress reports for program years two and three, 2021–22, and 2022–23. The progress report will include the requirement that agencies provide a description of the steps the agency proposes to take to ensure equitable access to, and participation in, its Federally-assisted program per Section 427 of the General Education Provisions Act.

For the grant years 2020–23, the CDE will distribute the AEFLA grant funding in an open, competitive application process through an official RFA. The RFA details the grant requirements and the thirteen considerations specified in the WIOA, Title II: AEFLA. In the application process, eligible providers must address the thirteen considerations and show evidence of demonstrated effectiveness in program areas for which they are applying. The competitive grant application sets forth clear screening criteria for review. The CDE will issue a GAN to successful applicants. Unsuccessful applicants will be given a period to appeal. This will be followed with a re-application process in years two and three. A new RFA will be issued on a three year cycle.

The CDE evaluates and monitors program effectiveness of local providers in an ongoing basis, including annual Federal Program Monitoring reviews (on-site and online) and annual targeted technical assistance to providers who fall in the bottom quartile of the statewide aggregated assessment results. Furthermore, local providers must provide annual deliverables including 1) data integrity reports; 2) payment point summaries; 3) fiscal reports; 4) professional development, technology, and distance learning plans; 5) and local assessment plan. As such, local providers must continue to demonstrate program effectiveness in order to reapply for continued funding.

The CDE incentivizes local providers' demonstrated effectiveness by using a "pay-for-performance" system. Local agencies earn payment points, which translate into grant award funding. The CDE payment point system aligns with the federal National Reporting System (NRS) measures.

Successful applicants who were grantees in 2017–20 grant cycle will be funded based on payment points earned in the final year of the cycle. Successful applicants new to the grant in 2020–23 will be awarded based on a funding formula that includes negotiated enrollment between the CDE and the applicant and the statewide payment point value.

The CDE developed internal processes to ensure that there is direct and equitable access to the grant funds. All currently funded providers, public adult schools listed in the current *California Public School Directory*, and all other identified eligible agencies receive a grant or contract application notification by e-mail. This includes all known community based organizations, community colleges, libraries, literacy councils, public housing authorities, and any other provider that is eligible pursuant to Section 203(5). In addition to the general distribution of the sections 225, 231, and/or 243 application notifications, CDE will post a notice of the availability of funding on the website maintained by OTAN. In addition, the CDE provides application information at conferences, workshops, and other activities attended by potential providers.

### **Adult Education and Literacy Activities (WIOA Section 203)**

- - *Adult education;*

- *Literacy;*
- *Workplace adult education and literacy activities;*
- *Family literacy activities;*
- *English language acquisition activities;*
- *Integrated English literacy and civics education;*
- *Workforce preparation activities; or*
- *Integrated education and training that—*
  - *Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and*
  - *Is for the purpose of educational and career advancement.*

The CDE uses 82.5 percent of the state allocation for local assistance grants. Local assistance grants and contracts are based on the following priorities: (1) populations with the greatest need and hardest to serve, which includes adult learners who are performing below the eighth grade level, (2) populations performing at or above the eighth grade level, but who do not have a high school diploma or its equivalent, (3) individuals with disabilities, and (4) incarcerated adults or eligible adults residing in state hospitals or developmental centers who perform below the high school graduation level. For leadership activities the state allocates 12.5 percent to provide support for: (1) data and accountability, (2) technology and distance learning, and (3) professional development.

Adult education instruction provides academic standards-based curriculum integrated with career technical education (CTE). This instruction is established for adults to gain basic life skills, complete the courses necessary to attain a high school diploma or its equivalency, improve employment and career opportunities in order to transition into career or postsecondary training, be able to function in English at a high cognitive level, or gain the knowledge to obtain citizenship.

Adult education courses are offered in day, evening, and weekend formats, and may be delivered in a classroom setting, through distance learning programs, or a combination of the two. To meet the various needs of the adult students, agencies use an open- entry/open-exit or a managed enrollment process. The open-entry/open-exit model allows multiple and timely opportunities for students to enter adult education programs. Students may enter an instructional program at any time during the school year, attend class for an unlimited number of hours while acquiring appropriate skills and knowledge, exit the program upon goal attainment, exit the program due to external factors, and re- enter the program when able to do so. Managed enrollment permits learners to enter a class during specific predefined enrollment periods. There may be multiple entry points during a class term, however they are strategically timed so that the curriculum delivery is not interrupted. This also allows for classes that are specifically designed to deliver a set curriculum or content area and requires students to attend a specific class for the duration of the term.

**The following is a brief description of the adult education literacy programs: Adult Basic Education**

The goal of the Adult Basic Education (ABE) program is to improve students' basic skills in language arts and mathematics. A model ABE program provides comprehensive services to meet the diverse educational needs of students and prepares them to transition to secondary education and job preparation classes. ABE programs include reading, writing, and computational skills necessary for functioning at levels comparable to students in the first through eighth grade. Courses may be remedial for students or they may provide educational opportunities for students who speak, but do not read English. These programs are also designed to help students develop job readiness skills leading to employment, advance on the job, or enter adult secondary education classes.

### **English Language Acquisition**

The goal of the English Language Acquisition (ELA) program is to prepare adult learners to be able to fluently speak, read, and write English. Students are placed in appropriate skill-level classes through general language proficiency assessments.

There are six levels of instruction: beginning literacy, beginning low, beginning high, intermediate low, intermediate high, and advanced. The assessments for progressing from one level to another measure both general language proficiency and specific standards mastered. The key objectives are as follows:

- - Provide students with the ability to use English that is accurate and appropriate in a variety of academic and social settings
- - Integrate language acquisition with relevant life experiences, stressing the importance of critical thinking, problem solving, and self-sufficiency
- - Develop students' receptive English language skills of listening and reading comprehension
- - Develop students' productive English language skills of speaking and writing
- - Provide students with English language and citizenship instruction necessary to successfully complete the citizenship application and interview process

### **Adult Secondary Education**

The primary goal of the Adult Secondary Education (ASE) program is to provide a curriculum that enables adults to attain a high school diploma (HSD) or a high school equivalency (HSE) certificate. Subjects include mathematics, English language arts, history, science, government, and other courses required to complete the credits or gain the knowledge necessary to attain a HSD or pass an HSE test. The ASE program is conducted within flexible time frames and provides knowledge and skills necessary for adults to gain self-sufficiency, employment, and to be able to transition into advanced postsecondary and career Integrated English Literacy and Civics Education (IELCE).

IELCE is an important offering to California adult immigrant learners. WIOA defines Integrated English literacy and Civics as: *Education services provided to English language learners (ELLs) who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.*

California provides IELCE in three focus areas: Citizenship Preparation, Civic Participation, and Integrated Education and Training (IET). IET is a service approach that provides (1) adult education and literacy activities concurrently and contextually with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. The IET service delivery may incorporate one or both of the following teaching models:

**Co-Teaching:** The co-teaching model involves skills instruction in a workforce training program along with adult education and literacy, delivered in an integrated fashion. In this model, an adult education teacher and a workforce training teacher are teaching in the same classroom; and students are co-enrolled in both the adult education and the workforce training courses.

**Alternating Teaching:** In the alternating teaching model, students are co-enrolled in two different but coordinated courses. In this model, an adult education teacher and a workforce training teacher are teaching in two different classrooms; and students attend the two courses at different times.

### **Special Rule**

*Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.*

**Special Rule:** California's funded agencies under WIOA that are awarded a grant or contract under this section shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or other activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203(4), except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities (Section 231[d]).

## **C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS**

### **Correctional Institution Programs**

The WIOA expands the use of funds for adult education programs in correctional institutions. This includes the teaching of basic literacy skills including reading, writing, speaking, and math;

special education programs; secondary education credit and high school diploma or equivalency programs, and career-integrated education and training. Correctional institutions must describe and define the academic program areas in their grant application, and describe how the agency will deliver any of these programs.

Section 225 funds are available to local education agencies that have contracts with local jails or local-law enforcement departments responsible for managing the jail programs. Section 225 funds are also available to state correctional education programs. Applications submitted by local school districts, Local Education Agencies (LEAs), and other state and local correctional education programs, must outline how the agency ensures participants' access to the program if they are within five years of release.

As part of California Department of Corrections and Rehabilitation (CDCR)'s Division of Rehabilitative Programs, the Office of Correctional Education (OCE) offers various academic and education programs at each of California's adult state prisons. These programs are monitored by CDE through the compliance monitoring system, and CDCR is required to outline what components are delivered in these activities in the application for the WIOA grant funding.

Correctional Education programs within institutions demonstrate the operation of the various academic and career technical education programs addressing the requirements of the WIOA grant. The CDE partners with correctional education providers to develop a new integrated education training model that addresses the academic and career programming needs designed to support students' completion of a high school diploma or equivalency degree. The transitional plan for students' access to post-secondary education and career pathways is in development for correctional education to ensure students will have the 21st Century skills necessary to succeed once released.

The CDE works in partnership with correctional education providers by offering continued technical assistance in understanding and implementing the grant requirements. To ensure compliance with the law, the CDE continues to monitor the academic and career technical programming, and reviews the financial records to ensure correctional education providers are allocating the grant funding to correctional education programs as required by law.

The CDE also ensures compliance with federal and state law as a member of the Corrections Rehabilitation Oversight Board (C-ROB). CDE monitors the academic rehabilitation process, and contributes to the annual report on academic programs in conjunction with other agencies in the annual report to the California Legislature.

There are 35 state prisons, 4 developmental centers, and 5 state hospitals providing adult education programs to institutionalized adults and inmates. All 58 California counties provide education programs in county jail facilities. Other facilities such as state hospitals, developmental centers, and limited retention facilities provide literacy services to inmates. These institutions often collaborate with adult schools, public libraries, and community based organizations.

#### D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Integrated English Literacy and Civics Education (IELCE) is an important offering to California adult immigrant learners. WIOA defines Integrated English literacy and Civics as:

Education services provided to English language learners (ELLs) who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such

services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

California provides IELCE in three focus areas: Citizenship Preparation, Civic Participation, and IET. Learning gains are documented using academic pretests and post-tests along with performance-based additional assessments. In addition to pretests and post-tests, adult learners enrolled in Citizenship Preparation take the written Government and History for Citizenship test and the oral Citizenship Interview Test.

1. Citizenship Preparation has a primary focus to help adults obtain United States citizenship. Students benefit by preparing for the United States Citizenship and Immigration Services citizenship test. In addition, the CDE has added an oral practice test. It was determined that lack of English proficiency was a major obstacle for immigrants to pass the interview portion of the citizenship process. By adding the oral interview practice test, the adult learners are more comfortable and confident and better able to respond to questions.

2. Civic Participation has a primary focus on civic involvement. Agencies conduct community and student assessments and teach the language and literacy objectives that (1) best match their students' identified needs, and (2) will assist them in attaining mastery of a specific civic objective. Civic objectives meet the following criteria:

- Integrate English language and literacy instruction into civics education
- Focus on content that helps students understand the government and history of the United States; understand their rights and responsibilities as citizens; and participate effectively in the education, employment, and civic opportunities this country has to offer
- Integrate active participation of the students in community activities

3. IET within the IELCE program has a primary focus to prepare ELLs for, and placement in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and integrate with the local workforce development system and its functions to carry out the activities of the program.

IET is a service approach that provides (1) adult education and literacy activities concurrently and contextually with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. "Concurrently and contextually" means that, within the overall scope of the Integrated English Literacy (EL) Civics program, adult education, workforce preparation, and workforce training activities must:

- Be of sufficient intensity and quality, and based on the most rigorous research available;
- Occur simultaneously; and
- Use occupationally relevant instructional materials.

To meet the IET requirements when designing the curriculum of an IELCE program, the program must:

- Have a single set of learning objectives and activities organized to function cooperatively;
- Be aligned with the state's content standards for adult education; and
- Be part of a career pathway.



Students in an IELCE program must have the opportunity to be enrolled in both an adult education and literacy program and a workforce training program. Co-enrollment in the IELCE program may include one or more of the following options:

- ELLs are co-enrolled in a workforce training program provided through an AJCC.
- ELLs are co-enrolled in the provider's workforce training program, such as Career Technical Education.
- ELLs are co-enrolled in a series of workforce training courses within a career pathway offered by multiple providers designed to lead to employment.
- ELLs are working directly with an employer through apprenticeship, pre- apprenticeship, or on-the-job training.

Detailed information and descriptions of the language and literacy objectives used for the IELCE program can be found by visiting [www.casas.org](http://www.casas.org) or by using the following link: California EL Civics. Each objective consists of a Civic Objective, Language and Literacy Objective, and an Additional Assessment Plan. Agencies annually select objectives based upon a preliminary needs assessment through a survey of their students. Agencies have the opportunity to develop new objectives as needs evolve.

*Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.*

For the grant years of 2020–23, the CDE will distributed the AEFLA grant funding for sections 225, 231, and/or 243 in an open, competitive application process through an official RFA. The RFA will detail the grant requirements and the thirteen considerations specified in the WIOA, Title II: AEFLA. In the application process, eligible providers addressed the thirteen considerations and showed evidence of demonstrated effectiveness in program areas for which they were applying. The competitive grant application set forth clear screening criteria for review. The CDE will issue a GAN to successful applicants. Unsuccessful applicants will be given a period to appeal. The competitive application process will be followed by an annual progress report process. A new RFA will be issued on a three year cycle.

As a condition of being awarded Section 243 IELCE funds, recipients are required to submit an annual Integrated Education and Training Plan that outlines their progress in developing and implementing service approaches that provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

The CDE requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. Statewide leadership activities are provided through contracted service providers in compliance with state contracting requirements. The CDE has also developed interagency agreements with the CDCR, Department of Developmental Services (DDS), and the CYA to provide the appropriate and necessary services for institutionalized adults.

#### E. STATE LEADERSHIP

##### 1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

The CDE, in partnership with California Workforce Development Board (CWDB) and local providers, has implemented and aligned adult education and literacy activities with other core programs and one-stop partners. This includes the development of career pathways to provide access to employment and training services for individuals participating in adult education and literacy activities. This also includes state Adult Education Block Grant programming (pursuant to Assembly Bill 104) to provide better coordinated services for adult learners leading to career pathways and employment opportunities. The WIOA Implementation Work Group is in the process of developing WIOA performance measures and multi-agency metrics, developing policy, catalyzing systems' alignment and regional collaboration, and determining any needed governance changes.

The CDE, along with its leadership contractors, will continue to provide technical assistance and training to all of the local AEFLA providers in the following areas: a) scientific research-based instructional and programmatic practices focused on reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training. b) The integration of the AEFLA agencies as a one-stop partner to provide their students access to employment opportunities, job training skills and support services. c) The use of technology to increase program efficiency in administration, curriculum delivery, and for student mastery.

The CDE, along with its leadership contractors, has implemented a system that provides a sound monitoring and evaluation of the AEFLA programs. The CDE continues to conduct numerous training and technical assistance activities including providing models and information on proven practices within California programs. The CDE believes in providing high quality professional development to local providers to encourage continuous improvement in teaching practices.

With the opportunity provided by the WIOA, the CDE will work with the CWDB to strategically examine the technical assistance and professional services provided to forge continuous improvement. The CDE will provide technical assistance and training to local providers to meet the new performance measurements of WIOA. The CDE will continue to provide AEFLA providers research-based, best practice trainings, and technical assistance in the use of technology, data collection, and analysis.

The CDE through contracts with three outside agencies collaborate to conduct state leadership activities. These contracts, funded through the leadership activities portion of the WIOA grant, provide a variety of services to support the grantees. The contracts are in the areas of:

1. Assessment and Accountability 2. Technology and Distance Learning 3. Professional Development

#### 1. Assessment and Accountability

The main objective of the assessment and accountability contract is to track the progress and success of students, as well as the performance of local agencies, to determine if they meet the goals and objectives of the WIOA. Working with the CDE, the contractor provides a standardized assessment system for all levels of the ABE, ASE, and ELA programs. The contractor also collects and provides accountability data to the state. The electronic data system provides the required elements through the series of student progress assessments, as well as collection of demographic and goal attainment data. Sites participating in the federal data collection efforts receive agency-specific data results and are given technical assistance on analyzing the data for local reporting and program planning purposes.

The contractor also assists the CDE in the collection of data for and implementation of the integration of literacy and English language instruction with occupational skills training and promoting linkages with employers. By providing the assessments necessary to track this integration, agencies are better able to match their curriculum with the goals and objectives of the WIOA. Identifying curriculum frameworks and aligning rigorous content standards that specify what adult learners should know and be able to do in the areas of language arts, mathematics, and English language acquisition are priorities for a successful program.

This contractor is accountable for a statewide Web-based system for both data collection and assessment delivery. Working with the CDE, the contractor provides training to funded agencies to meet grant requirements. The training includes data collection, how to analyze the previous year's data, and discussions on the implications of the data. The contractor also assists the CDE in providing opportunities for networking among recipients so that they can share effective accountability practices.

The contractor is required to update and keep current pre/post testing instruments, training materials, student entry/exit records, and student testing records in order to maintain relevance in the changing world of adult education and workforce development training. The contractor is also required to make enhancements to the process for collecting, aggregating, analyzing, and reporting both quantitative and qualitative program data. In collaboration with the CDE, the contractor coordinates with other contractors to identify and address needs to improve the data collection process for federally funded programs in California and address the special needs of various populations such as individuals with disabilities.

## 2. Technology and Distance Learning

One of the main objectives of the technology and distance learning contract is the implementation of technology at both the agency administration and the classroom levels. The technology and distance-learning contractor incorporates curriculum for distance learning and provides professional development to support the use of instructional technology to deliver curriculum.

Working with the CDE, the contractor offers Internet resources and computer assisted and Web-based instruction. The contractor provides a robust system of telephone and onsite technical support to ensure that the optimum usage of communication technology is a priority. In addition, the contractor is responsible for facilitating trainings in the use of best practices and provide technical assistance using a variety of delivery models.

The contractor is responsible for managing California's distance learning infrastructure and expanding the ability of adult education providers to (1) communicate with each other and their adult learners through multiple methods; (2) develop a teleconferencing capability; and (3) provide capacity building services to smaller agencies providing literacy services. The contractor provides instructional technology support by improving and expanding on a variety of successful activities currently occurring throughout the state. These include researching and making available current information on new and emerging technologies and educational resources. An essential part of this contract is conducting training and workshops in all aspects of planning and implementing instructional technologies in education and training. The contractor helps providers implement best practices in computer assisted and/or Web-based instruction through demonstrations, and by disseminating information on successful models. The contractor also assists the CDE in the implementation of the California Adult Education Technology and Distance Learning Plan, which is a deliverable for all WIOA agencies.

Activities designed to help expand the expertise of adult education providers to adopt distance learning in their instructional strategies is also a priority. To facilitate integrated success among education agencies, the contractor provides an electronic collaborative environment. This includes discussion boards and work groups for the exchange of information about effective program models, teaching techniques, and curriculum.

Piloting, implementing, evaluating, and disseminating models for learner-oriented Web sites to encourage students to obtain the knowledge and skills necessary for employment and self-sufficiency are priority objectives. Finally, providing technical assistance, staff training, and program marketing to ensure the optimum usage of communication technology by adult education providers and learners only strengthens distance learning for optimal usage of WIOA funds.

### 3. Professional Development

The CDE, as part of the leadership portion of the WIOA grant, has contracted (expiring June 30, 2020) with the American Institute of Research to provide adult education focused professional development to the sub grantees. The contract is designed to deliver strategic high quality professional development programs to improve instruction. This includes an emphasis on instruction incorporating the essential components of reading instruction. The professional development activities include the dissemination of information about many instructional models and promising practices to deliver adult education and workforce programs. The goal is to support and continuously improve high performing literacy and basic skills adult education programs. The contractor is expected to design, implement, and operate a large-scale, statewide professional development project for all WIOA-funded agencies. Other priorities of this contract include facilitating the implementation of models for integrated education and training and career pathways. Additionally, the development and implementation of a system to assist in the transition from adult education to post-secondary education and training, including linkages with postsecondary educational institutions or institutions of higher education, is another priority. The development and piloting of strategies for improving teacher quality and retention are critical to the long-term success of adult education, and best practices in these areas are provided through this contract. The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies based on scientifically valid research, are included in the professional development activities provided to grant recipients.

All of these activities are essential components of the professional development contract in order to ensure the success of the agencies utilizing WIOA grants. These professional development activities are delivered through multiple formats including workshops, face-to-face trainings, mentoring, Professional Learning Communities, Communities of Practice, and online activities, such as web-based trainings, and are specifically designed and focused on improving the quality of instruction.

Through the adult education professional development leadership contractor, a number of IET professional development resources and services are offered. A training module on IET is being updated to align with the CDE's approved IET models. This training module will be available in two delivery formats: as a blended regional Community of Practice, which combines face-to-face meetings and online collaboration, and as facilitated online courses. The module guides teams consisting of an administrator, an academic instructor, and a technical skills instructor through the process of developing an action plan to implement IET program(s) aligned with the local provider's IET vision. IET is also highlighted in a training module on Accelerating Learning to Facilitate Career Pathways. Additionally, videotaped interviews with IET practitioners are

featured on the professional development leadership contractor's Web site. Finally, two other training modules focus on related strategies to support workforce preparation: Integrated and Contextualized Instruction in the ESL and in the ABE/ASE Classrooms, respectively.

### **Leadership Collaboration**

The CDE and the contractors hold quarterly meetings to coordinate all activities listed in the sections above. This is to ensure that the contractors are working together with the same goals and objectives as outlined in the WIOA law. Responsibilities are outlined and tasks with appropriate action plans are devised. The purpose of the quarterly meetings is to make sure that services are provided efficiently, to avoid duplication of efforts, and to offer the maximum amount of coordination across all contractors and the CDE.

Leadership contractors work in collaboration with each other to identify and provide a wide range of activities designed to assist local agencies in increasing participation rates, improve instruction, provide student resources, and promote student success. Many of the professional development training modules created by the contractors feature an online component intended to support the on-site training provided. Web based seminars are created by the individual contractor or the CDE and hosted by the technology and distance learning contractor. A direct focus on promoting networking with a variety of local agencies, in order to locate appropriate support services for students as well as coordination with the local One-Stop Career Centers, is also a priority. Professional development conducted through these contracts provides maximum benefit for the WIOA providers while incurring the lowest expense.

#### **2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE**

Not applicable

### **F. ASSESSING QUALITY**

The CDE assesses the quality of providers through quarterly and annual evaluations. A major focus of these evaluations is to measure the effectiveness of state and local providers in attaining the core indicator performance levels negotiated with the ED.

These evaluations also measure continued progress and improvement of the goals and objectives of the considerations in Section 231(e).

The CDE reviews (1) strategies, processes, and barriers to attaining the performance levels; and (2) quantitative and qualitative data to evaluate the progress and improvement of the programs.

The evaluations (1) collect local provider and student performance measures, (2) determine the level of student improvement, (3) identify program quality, and (4) determine the extent to which populations identified are served.

Results of the evaluations provide (1) relevant information about the effectiveness of adult education programs, (2) characteristics of the learners participating in the literacy programs, (3) analyses of learner gains and identification of emerging needs, and (4) the impact of local providers in meeting their identified performance standards.

Pursuant to Section 212 of the AEFLA, each agency must provide student progress measures obtained from all students who have attended at least 12 hours of instruction in programs receiving sections 225, 231 and 243 federal supplemental funds.

Documented progress of student performance measures must include at a minimum:

- literacy skill level improvements in reading, writing, and speaking the English language, problem solving, numeracy, and other literacy skills;
- placement in, retention in, or transition into postsecondary education, training, unsubsidized employment, or career advancement; and
- a secondary school diploma or its equivalent.

All agencies are required to maintain individual student records for all students who have attended 12 hours of instruction. Each record must contain (1) student identification and demographic information; (2) attendance rates; (3) years of schooling and placement level at program entry; (4) initial learning goals; (5) specified pre- and post-testing student information; (6) entry and update records; and (7) other specified information necessary.

#### Monitoring and Program Evaluation

As part of the CDE's Federal Program Monitoring (FPM) process, the Adult Education Office conducts annual reviews to ensure local agencies provide effective and high quality services consistent with WIOA Title II legislation. The FPM process also evaluates fiscal and legal areas of responsibility. In addition, for on-going assessment purposes:

1. The CDE requires all agencies to submit quarterly reports that reflect student participation levels and progress.
2. The CDE conducts an annual comprehensive qualitative program survey. This survey is required of all participating agencies and involves practitioner focus groups and interviews of both teachers and students. The results provide recommendations for state level planning and development activities, identify best practices and emerging needs, and help focus professional development and training to ensure effective instructional programs for targeted populations.
3. The CDE presently incorporates the Core Performance Follow-up Survey system to track student outcomes in the areas of obtaining or retaining employment, as well as transitioning to postsecondary education or training. Under WIOA, the CDE in collaboration with the EDD will create an accountability system to track and report the employment follow up required by the new law.

#### Evaluating Professional Development

Beginning in 2001, CDE contracted with the American Institutes for Research (AIR) to serve as its provider of statewide professional development through the California Adult Literacy Professional Development Project (CALPRO). AIR is one of the world's largest behavioral and social science research and evaluation organizations, and it has considerable expertise in adult learning, technical assistance (TA), and professional development (PD) for adult educators. Regardless of the topic, creating products and services for CALPRO, AIR's researchers and TA experts to determine what the research says are best practices effective for adult education, and AIR works with external subject matter experts and field practitioners to inform, create, and refine the research-based products will be appropriate for California adult education contexts.

When delivering a training, CALPRO staff, together with its network of external consultants, modifies its products, as needed, to continue to improve them, while staying true to the research.

In order to assess professional development related to reading instruction, CALPRO offers a six-month Evidence-based Reading Instruction (EBRI) Institute that is extremely comprehensive. Cohorts of practitioners continually assess their students' ability in the four components of reading, and adjust instruction based on student data, using the new skills and concepts they have gained from the Institute. The Institute, as with other CALPRO Community of Practice professional development opportunities, encourages teachers to reflect on their practice, implement new skills and knowledge with their students, and then refine their practice based on how students respond. CALPRO continually refines its EBRI Institute based on the experiences of its practitioners enrolled in it, while staying true to the underlying research.

For professional development specific to the needs of adult learning, CALPRO's Instructor Competencies Self-Assessment (ICSA) and Individual Professional Development (PD) Plan. Revised and updated in April 2016, the ICSA is based on a nationally validated, research-based set of Adult Education Teacher Competencies (AETC), which AIR developed for an OCTAE initiative. These 17 competencies span four distinct domains and identify the knowledge and skills that every adult educator needs to have as the foundation for effective instruction. Adult educators may take the ICSA, rate themselves in three areas, and receive results instantly. Their results are provided together with an individual PD plan containing numerous targeted resources specific to each competency, available through CALPRO, other State Leadership Projects and/or LINCS. Teachers are instructed to develop a professional development plan, implement the plan and re-assess their performance. Teachers can take the ICSA as many times as they wish and compare their results and plans over time, as their job priorities and skills change. Additionally, CALPRO has a professional development module and a research brief based on these same AETC competencies. As well, CALPRO offers training in Understanding the Adult Learner in both face-to-face and in two online formats. Finally, all CALPRO trainings are developed using principles of effective adult learning so that the instructors and administrators pursuing the professional development will be effectively engaged.

In working with paid personnel employed by WIOA-funded agencies, CALPRO's professional development is intended to serve individual educators as well as a higher, program level. For example, the ICSA mentioned above can be taken voluntarily and accessed on CALPRO's Web site. A database collects responses and allows individual teachers to go back to reexamine their results over time and look for teacher change. If "quality of professional development" is best determined by teacher change of practice, the ICSA and its PD plan encourages teachers to re-take the self-assessment as their students' needs change and teachers' priorities in professional development evolve. At the program level, every professional development offering is designed to include strong implementation emphasis, in which teachers reflect on their implementation and then refine their practice. For CALPRO's more extensive professional development offerings, such as the Professional Learning Communities Institute, the Leadership Institute for new and aspiring administrators, the Regional Communities of Practice, and the Training of Trainers Institute, there is a strong emphasis on understanding the impact of the professional development as adult educators implement their new knowledge and skills in their program and instructional contexts. CALPRO refines its institutes based on participants' needs while still adhering to research-based practices.

As part of the 2020–23 WIOA, Title II: AEFLA request for application process, the CDE will require that agencies submit an annual progress report which will include a section related to professional development plans for their institution. The agency's plan should identify PD goals for its teachers, based on students' needs and agency priority initiatives; explain how the agency will accomplish these goals; and provide evidence of impact on teacher change and student learning.

CALPRO disseminates information promptly about effective models, research-based and promising practices through many vehicles, such as an annual comprehensive professional development module delivered through various means, including face-to-face, blended, and online formats; multiple formats of online professional learning; an annual research brief, and a web-based Research Archive. In all of its training, CALPRO seeks to understand how effective its professional development is by understanding how teachers' practice changes. All CALPRO trainings encourage adult educators to reflect on their work and the concepts and skills acquired in the training and then apply it in their instructional contexts.

The CDE funds additional State Leadership Projects through the AEFLA grant: Comprehensive Adult Student Assessment Systems (CASAS), which provides assessment and data & accountability and Outreach and Technical Assistance Network (OTAN), which provides distance learning and instructional technology.

CASAS disseminates information through its annual CASAS Summer Institute, statewide regional network meetings covering all ten CDE regions, TOPSpro Enterprise network meetings. CASAS also provides targeted technical assistance to improve programs, data quality, and National Reporting System (NRS) performance on persistence, educational functioning levels (EFLs), and core performance indicators for entering and retaining employment, entering postsecondary education and training programs, and obtaining a HSD or a HSE. CASAS also provides a variety of online training sessions, statewide face-to-face trainings, and an online tool that presents California NRS adult learner data at the state and local agency levels, where agencies can compare local performance with state goals, other local agencies, and counties in AEFLA programs.

OTAN disseminates information through a multitude of face-to-face and online workshops, conference presentations, and by producing videos that demonstrate teaching with technology and technology integration lesson plans. All videos are archived on OTAN's website. OTAN recently piloted a Community Model of Online Learning to increase regional access to high-quality online math curriculum for adult learners. The Online Teaching Academy (OTAC) assists instructors in becoming competent online teachers and mentors using Moodle and other instructional technology. It also hosts the Technology Integration Mentor Academy (TIMAC) training, a year-long professional development project where participants to become mentors and increase the effective use of technology in classrooms. The Technology and Distance Learning Symposium rotates each year between north and south geographic locations in the state.

#### ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes



The State Plan must include	Include
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

#### ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

#### AUTHORIZING OR CERTIFYING REPRESENTATIVE

<b>APPLICANT'S ORGANIZATION</b>	<b>Enter information in this column</b>
Applicant's Organization	California Department of Education
<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	<b>Enter information in this column</b>
First Name	Stephanie
Last Name	Gregson
Title	Chief Deputy Superintendent
Email	sgregson@cde.ca.gov

#### SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

California meets the General Education Provision Act (GEPA) requirements at the state level by ensuring that grantees have submitted a sufficient section 427 statement in the 2020—23 Application for the WIOA, Title II: AEFLA grant. The California Department of Education also requires WIOA, Title II: AEFLA grantees to comply with general assurances that include compliance with:

- Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)
- Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972 • The affirmative action provisions of the Education Amendments of 1972. • The Age Discrimination Act of 1975 • Disability laws of (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973) The general assurances further require that: • The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
- The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934) California further meets the General Education Provision Act (GEPA) requirements at the state level by:
- Ensuring that communications to local providers and partners are in compliance with Section 508 of the Rehabilitation Act of 1973
- Providing professional development on serving the educational needs of English language learners
- Providing guidance on the use of technology to assist students with special needs, including distance learning
- Providing local providers with translations of critical forms, such as the Voluntary Authorization to Share Personally Identifiable Information and Records Form available in 14 languages including Arabic, Cantonese, Eastern Armenian, Hmong, Mandarin, Russian, Spanish, and Vietnamese.

#### ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	10.0	29.0	11.0	29.0
Employment (Fourth Quarter After Exit)	4.0	27.0	4.1	27.0
Median Earnings (Second Quarter After Exit)	5,535.0	5,535.00	5,550.0	5,550.00

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Credential Attainment Rate	3.4	22.1	3.5	22.1
Measurable Skill Gains	45.8	45.8	46.0	46.0
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

1

*“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.*

## PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

### A. INPUT OF STATE REHABILITATION COUNCIL

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The SRC and CDOR partner together to carry out the Rehabilitation Act to maximize the employment and independence for individuals with disabilities. The ongoing collaboration between the SRC and CDOR on the VR Services Portion of the State Plan (State Plan) is an essential component and result of this partnership.

Over the past three years, the SRC and the CDOR Planning Unit have met numerous times to review, discuss and evaluate CDOR's progress in meeting the 2016 – 2020 priorities: 1) services to youth and students with disabilities, 2) business engagement, 3) building program partnerships through capacity building, and 4) competitive integrated employment.

During this time, the SRC and CDOR Planning Unit also partnered on elements of the current Comprehensive Statewide Assessment and jointly developed and agreed to the 2020 – 2024 State Plan priorities and goals. The SRC enthusiastically supports, and acknowledges the quality and timeliness, of the two priorities and five goals within the 2020 – 2024 State Plan. The priorities of 1) increasing the quality and quantity of employment outcomes and 2) services to businesses demonstrates CDOR's commitment to innovation and service delivery excellence.

As CDOR carries out these priorities and goals, the SRC encourages the CDOR to consider the following:

- The importance of stabilizing California's VR workforce, particularly the recruitment and retention of CDOR's VR Counselors. A sustainable and effective workforce will serve as the foundation for successfully carrying out and ultimately achieving the 2020 – 2024 State Plan priorities and goals.
- The significance of and need for cultural competency in the provision of VR services to youth, students and adults with disabilities. Per the 2017 Code of Professional Ethics For Rehabilitation Counselors, “The commitment involves providing respectful and timely

communication, taking appropriate action when cultural diversity issues occur, and being accountable for the outcomes as they affect people of all races, ethnicities, genders, national origins, religions, sexual orientations, or other cultural group identities.”

- The need to support VR Counselors and staff with developing the skills and abilities to serve individuals with disabilities who have been involved with the criminal justice system. Employment is a critical component of reintegration especially for individuals with mental/behavioral health disabilities.
- The benefits of increasing the variety and supply of potential employers, including small businesses.

The 2019 SRC Annual Report (posted on CDOR’s website) provides additional details on the SRC’s perspectives and accomplishments, including efforts to modernize and improve the Consumer Satisfaction Survey. During the past term (October 2018 – September 2019) the SRC adopted four recommendations. These recommendations were the result of many productive and active discussions between the SRC, CDOR and other stakeholders, and reflect the SRC’s efforts to review, analyze and advise CDOR on the performance and effectiveness of California’s VR program. The recommendations are as follows:

#### **SRC Recommendation 2018.6 – State Price Schedule**

*(adopted on November 15, 2018)*

The SRC recommends the rebranding of individuals who receive CDOR services from consumer to students, job seekers or workers. This rebranding will strengthen CDOR’s business engagement and partnerships; align with WIOA and terminology used by businesses, industry and labor; convey CDOR’s expectations; and, empower those served by CDOR.

#### **CDOR Response to SRC Recommendation 2018.5**

The CDOR recognizes and appreciates the impact of language and terminology. In addition to the SRC’s perspective, CDOR is also interested in hearing feedback from the broader disability community regarding the modification of the term “consumer” and what impacts this would have. Prior to moving forward with such a significant change, conducting a policy and impact study (which could be informed by focus groups) would be critical. Based on the results of the study, CDOR would need to develop a communication and change management plan to ensure successful implementation. The CDOR welcomes the opportunity to collaborate and have further discussions with the SRC regarding this recommendation. The topic of terminology and re-branding is particularly timely as the SRC has been asked to provide feedback and insight at both the state and national levels in anticipation of the next reauthorization of the Rehabilitation Act.

#### **SRC Recommendation 2018.6 – State Price Schedule**

*(adopted on November 15, 2018)*

The SRC understands that efforts are taking place to cancel the State Price Schedule for Assistive Technology and replace it with an alternative purchasing mechanism that may have implications for students, job seekers and workers. The SRC recommends that CDOR provide the SRC with all policy documentation for review and feedback before implementation.

In the VR Services Portion of the Unified State Plan, CDOR assures that “The designated State unit regularly consults with the Council regarding the development, implementation, and revision of State policies and procedures of general applicability pertaining to the provision of vocational rehabilitation services” (34 CFR 361.16)

#### CDOR Response to Recommendation 2018.6

In January 2019, State of California agencies and departments transitioned from using the State Price Schedule for Assistive Technology (SPS-AT) to the new California Assistive Technology, Services and Devices (Cal-ATSD) Supplier Directory. The Cal-ATSD is a statewide change (not limited to vocational rehabilitation) that offers a streamlined supplier application, a user-friendly online directory, and expands the use of existing, flexible procurement methods available to all state buyers.

Due to the limited timeframe between issuance of the SRC’s recommendation and launch of the statewide Cal-ATSD on January 1<sup>st</sup>, a comprehensive review by the full SRC of all policy documentation was not feasible; however, CDOR did actively update and engage the SRC in the months leading up to this statewide change. Opportunities included:

- On June 18, 2018, CDOR and the California Department of General Services (DGS) held a public forum to inform stakeholders (including the SRC and other advisory bodies) of efforts to reform the SPS-AT.
- During the SRC’s August 15, 2018 and November 16, 2018 quarterly meetings, CDOR representatives provided an update on the SPS-AT, including stakeholder involvement, and offered an opportunity to address questions.
- Between September through December 2018, CDOR and DGS convened stakeholder focus groups to discuss issues and policy changes.
- CDOR representatives attended the SRC’s Executive Planning Committee meeting on December 19, 2018 and shared information regarding the policy changes.

The CDOR commits to joining the SRC during the June 2019 SRC quarterly meeting to provide an update on Cal-ATSD, answer questions and engage in a collaborative discussion. Additionally, SRC members are welcome and encouraged to participate in stakeholder forums taking place now through December 2019 to support implementation and continuous improvement of the statewide Cal-ATSD. For details on how to participate, please contact your SRC Executive Officer. Aligned with our core values and mission, CDOR is committed to transparency and continually enhancing the Cal-ATSD to ensure an expeditious and effective procurement process for the State of California.

#### **SRC Recommendation 2019.1 – Client Assistance Program Materials**

*(Adopted on June 13, 2019)*

The SRC recommends that all local CDOR offices consistently and prominently display Client Assistance Program (CAP) materials in the reception areas. The Client Assistance Program will provide these materials free of charge to CDOR.

#### DOR Response to SRC Recommendation 2019.1

The Client Assistance Program is an excellent service available to support CDOR consumers. The SRC Executive Officer will coordinate with CAP and CDOR VR Employment Division

representatives on next steps for distributing and displaying the materials. CDOR encourages CAP to also provide materials in alternative formats.

### **SRC Recommendation 2019.2 – Financial Participation**

*(Adopted on June 13, 2019)*

In light of CDOR's funding challenges, the SRC appreciates the communication and partnership to identify cost mitigation strategies. As a result, the SRC supports CDOR's proposed conceptual changes to the financial participation policy. The SRC would like to continue discussions with CDOR regarding resulting policy changes and impacts.

Additionally, the SRC appreciates CDOR's thorough communication during the June 12 – 13, 2019 meeting (along with prior meetings) regarding funding changes and considerations, and that as a result, a potential challenge is that CDOR may not have sufficient funds to provide VR services to all individuals who apply. The SRC would like to remind CDOR of the following federal guidance: "There is no Federal requirement that the financial need of individuals be considered in the provision of vocational rehabilitation services" (34 CFR § 361.54) and encourages all CDOR team members to keep this guidance in mind during discussions with consumers.

July 22, 2019 Addendum: to provide clarify to the above statement, the SRC's Executive Planning Committee offers the following addendum:

CDOR field staff should be reminded that an individual's case expenditures should not be discussed with consumers or be a consideration in the provision of goods and services.

#### CDOR Response to SRC Recommendation 2019.2

The SRC's consideration, feedback and support of the proposed changes to CDOR's financial participation policy is greatly appreciated. CDOR will keep the SRC involved as an active partner, particularly regarding policy changes that may impact consumers.

Per federal and state regulations, CDOR is required to provide information related to cost of services to assist an applicant or consumer with exercising informed choice. Additionally, CDOR is required to ensure that the Individualized Plan for Employment (IPE) is developed and implemented in a manner that provides the individual with the opportunity to exercise informed choice in selecting services, service providers, and methods for procuring services. The information is not used to persuade or influence a consumer, but rather is provided as part of the informed choice and the IPE development process. Regulatory language details the purpose and utilization of communication regarding cost and expenditures.

For the regulatory language, please refer to the following sections of the California Code of Regulations. CDOR representatives are available to discuss and review this regulatory language with the SRC during a future meeting.

- § 7029.6. Informed Choice
- § 7130. Mandatory Procedures for Development of the Individualized Plan for Employment (IPE); Review; Amendment.

## **2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND**

Refer to Description (a)(1) - Input of the State Rehabilitation Council for CDOR's response.

### 3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

Refer to Description (a)(1) - Input of the State Rehabilitation Council for CDOR's response.

#### B. REQUEST FOR WAIVER OF STATEWIDENESS

##### 1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

**Request for Waiver of Statewideness.** The CDOR requests a continuation of its waiver of statewideness for third-party cooperative arrangements (referred to in California as Cooperative Agreements) with local educational agencies, public higher education agencies, and county human services agencies. These arrangements between CDOR and local public agencies are designed to increase the availability and quality of VR services which assist consumers to achieve competitive integrated employment. Although cooperative arrangements exist in each CDOR district, CDOR does not have sufficient staff or budget authority to contract with every potential cooperative partner in the state. In geographic areas where a cooperative arrangement is not available, individuals in any area of the State can apply for VR services at any local CDOR field office at any time.

Cooperative arrangements include the following required federal assurances:

- Local funds used as match are verified as non-federal monies. The non-federal share of funds are made available by the local public agencies to CDOR and are either paid through a cash match contribution or reported as certified expenditures of redirected agency staff time to provide a unique pattern of VR services exclusively to CDOR applicants and consumers, or potentially eligible students with disabilities. Each cooperative arrangement identifies the type and amount of match to be provided by the local public agency.
- The types of VR or CDOR Student services provided to CDOR applicants and consumers, or potentially eligible consumers by the local public agency or associated vendor are identified by the VR Counselor.
- An authorizing case note is issued by CDOR to the local public agency or associated community rehabilitation provider, which designates the specific type of VR or CDOR Student services to be provided to CDOR applicants and consumers or potentially eligible consumer.
- The services provided are for CDOR applicants and consumers, or potentially eligible students with disabilities, and are new services that have a VR focus or existing services that have been modified, adapted, expanded, or reconfigured to have a VR focus; and, that are not customary services the local public agency is legally mandated to provide. The services included in each cooperative arrangement are based on the local needs of CDOR applicants and consumers and the local public agency.
- Program expenses for cooperative arrangement services are under the administrative supervision of CDOR through the cooperative arrangement.
- Each cooperative program and CDOR District establish a mutual referral system for individuals to apply for VR services.

- The requirements of the VR Services Portion of the Unified State Plan will apply to all services provided to CDOR applicants and consumers under the cooperative arrangement, including the Order of Selection identified in the response for Description (m) – Order of Selection.

The CDOR administers VR services through the following cooperative programs for which the waiver of statewideness is requested. Through these arrangements, the participating cooperative program provides one or more new or expanded VR services to CDOR applicants and consumer, or potentially eligible students with disabilities.

### **Transition Partnership Programs**

The CDOR administers 107 cooperative programs, known as Transition Partnership Programs (TPPs) cooperative programs with Local Educational Agencies (LEAs), County Offices of Education, or Special Education Local Plan Areas (SELPAs) providing CDOR Student Services and VR services to potentially eligible and eligible students with disabilities in hundreds of individual schools. The CDOR also administers six case service contracts through associated Community Rehabilitation Programs (CRPs) in conjunction with TPPs. The goal of the TPPs is to serve high school students with disabilities including physical, blind, deaf, intellectual, developmental, and behavioral health disabilities by facilitating the effective transition from school to meaningful competitive integrated employment.

As of July 1, 2019, 70 of the 107 TPP contracts have transitioned to a new CDOR Student Services design that further identifies the provision of CDOR Student Services (pre-employment transition services) to accurately report to RSA both fiscal 15% spending and CDOR Student Services delivery. The remaining TPP contracts will transition to the new CDOR Student Services design on July 1, 2020. Currently, all TPP contracts are providing CDOR student services to students with disabilities in the potentially eligible and VR case type.

The LEA or SELPA will refer potentially eligible and eligible students with disabilities ages 16 through 21 who can benefit from CDOR Student Services and VR services to CDOR. The assigned VR Counselor will then open a case and work in partnership with the student to complete a CDOR Student Services Request (DR 203) and Student Services Plan (DR 205) for potentially eligible students or an IPE for students accepted as VR consumers as early as possible, but at the latest before the student leaves school. Through the cooperative arrangement or case service contract, the participating LEAs, SELPAs, or CRPs provide one or more new or expanded VR services to students.

These services conform to the definition of Pre-Employment Transition Services required by WIOA and contain the following key features: job exploration counseling; work-based learning experiences; counseling on post-secondary opportunities; workplace readiness training; and, instruction in self-advocacy. These services, in addition to others provided on an individual basis are intended to ultimately result in competitive integrated employment.

Through meetings, presentations and school events (i.e. back-to-school nights, etc.), CDOR Student Services staff continue to collaborate with local schools, districts and LEAs to promote, coordinate and provide CDOR Student Services.

The CDOR Executive Staff met with SELPA Directors in March 2019 to discuss benefits and facilitation of coordinating/collaborating on provision of DOR Services. The topics discussed included:

- Exchange of contact information of District Administrators and SELPA Directors.



- Utilization of the Education Training Catalog as a tool to support local partnerships.
- Clarification of the differences between CDOR and California Department of Education (CDE) Interagency Agreement Appendix A and the Competitive Integrated Employment (CIE) Blueprint Local Partnership Agreement (LPA).
- Leveraging resources between SELPA and CDOR. (This involves ongoing conversations on WIOA / Individuals with Disabilities Education Act (IDEA) Crosswalks.)

The CDOR districts are leveraging the CDOR and CDE Interagency Agreement (IA) Appendix-A template to develop local Memorandums of Understanding or Interagency Agreements, where appropriate, to facilitate the provision of Student Services in secondary schools. The template is an appendix of the state-level IA and defines the policies and procedures that LEAs and CDOR districts will use to facilitate a smooth transition from secondary education to post-secondary employment-related activities and competitive integrated employment for students with disabilities. The agreement will define the responsibilities of LEAs and CDOR districts, provide for efficient and effective utilization of resources, minimize duplication, and provide a foundation for continuous, effective working relationships between LEAs and CDOR districts.

### **WorkAbility II Cooperative Programs**

The CDOR administers two WorkAbility II cooperative programs with LEAs, Adult Schools, or Regional Occupational Programs. The goal of the WorkAbility II is to assist adult and out-of-school youth and adults with disabilities to obtain competitive integrated employment. The VR services provided include vocational assessment, employment preparation and vocational instruction, job development, placement, and job retention, and non-Supported Employment job coaching.

### **WorkAbility III Cooperative Programs**

The CDOR administers 19 WorkAbility III cooperative programs with community colleges. The goal of the WorkAbility III is to assist community college students with disabilities to obtain competitive integrated employment. The VR services provided include vocational assessment, employment preparation, job development, placement, and job retention services.

### **WorkAbility IV Cooperative Programs**

The CDOR administers eight WorkAbility IV cooperative programs with the California State University (CSU) or University of California (UC). The goal of the WorkAbility IV is to assist college students with disabilities to obtain competitive integrated employment. The VR services provided include internships, employment preparation, job development, placement, and job retention services.

### **Mental Health Cooperative Programs**

The CDOR administers 23 mental health cooperative programs with county mental health agencies and 30 case service contracts with associated CRPs. The goal of the mental health cooperative programs is to assist individuals with behavioral health disabilities live independently in the community through obtaining successful competitive integrated employment. The VR services provided may include vocational assessment, personal vocational and social adjustment, work adjustment, employment preparation, job development, placement, and job retention services, as well as non-Supported Employment job coaching.

### **Welfare Cooperative Programs**

The CDOR administers one Welfare cooperative program with county human services agencies and one case service contract with an associated CRP. The goal of the Welfare cooperative program is to assist individuals with disabilities who receive Temporary Assistance to Needy Families to achieve competitive integrated employment. County Welfare programs provide work related programs for recipients of Temporary Assistance to Needy Families but have exempted people with disabilities. The services they have available for non-disabled Temporary Assistance to Needy Families recipients do not meet the needs of people with disabilities. The VR services provided include employment preparation, job development, placement, and job retention services.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

Refer to the bullet point under Description (b)(1) – Request for Waiver of Statewideness, which states, “An authorizing case note is issued by CDOR to the local public agency or associated community rehabilitation provider, which designates the specific type of VR or CDOR Student services to be provided to CDOR applicants and consumers or potentially eligible consumer.”

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

Requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

Refer to the bullet point under Description (b)(1) – Request for Waiver of Statewideness, which states, “The requirements of the VR Services Portion of the Unified State Plan will apply to all services provided to CDOR applicants and consumers under the cooperative arrangement, including the Order of Selection identified in the response for Description (m) – Order of Selection.”

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

**Cooperation with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.** The CDOR works cooperatively with the following state and local agencies that do not carry out activities under the statewide workforce investment system, through Cooperative Agreements, Memorandum of Understandings, Interagency Agreements, or grants:

**California Association of Student Financial Aid Administrators**

Memorandum of Understanding: Guidelines for Joint Financial Support – establishes guidelines for the joint financial support of CDOR student consumers to achieve their educational goals, eventually leading to employment. This Memorandum of Understanding supports students enrolled in the California post-secondary setting with a financial aid office on campus.

**California Commission on Disability Access**

Interagency Agreement: California Commission on Disability Access promotes disability access in California through dialogue and collaboration with stakeholders including, but not limited to, the disability and business community and all levels of government.

**California State University (CSU)**

Memorandum of Understanding: Service Commitment for CSU Students who are CDOR Consumers – details the commitment of the CSU and CDOR to work cooperatively to provide services to eligible CSU students who are CDOR consumers with disabilities.

### **California Community Colleges Chancellors Office**

A Memorandum of Understanding between CDOR and the California Community Colleges that provides the framework to work cooperatively to improve services to the consumers of both departments. The agreement establishes processes for information sharing and service provision by each agency. This partnership results in more comprehensive, complete, and timely services for consumers of both programs.

### **The Regents of the UC**

Memorandum of Understanding: Service Commitment for UC Students who are CDOR Consumers – details the commitment of the UC and CDOR to work cooperatively to provide services to eligible UC students who are CDOR consumers with disabilities.

### **California State Controller's Office**

Interagency Agreement 1: Claim Processing – expedites services to process claim schedules containing vendor invoices for goods and services provided to CDOR staff and consumers to ensure timely payment for continuance of services and compliance with the California Prompt Payment Act.

Interagency Agreement 2: Employee Leave System – provides CDOR Human Resource staff access and use of the State Controller's Office California Leave Accounting System for CDOR employees to perform a variety of functions necessary to accurately record and track leave system eligibility, balances, state service credits, and leave benefit activity.

Interagency Agreement 3: Human Resource Reports – provides CDOR Human Resource staff access and use of the Management Information Retrieval System to generate pre-written reports or create ad hoc reports on CDOR employee employment history, payment history, employer-sponsored deductions, and position inventory.

### **California Department of General Services**

CDOR Purchasing Agreements – The California Department of General Services oversees the statewide contracts for purchasing where agreements establish a pre-qualified list of vendors and simplify the purchasing process. Cooperative agreements are available to all State of California governmental entities, including CDOR, that expend public funds for the acquisition of both goods and services. The California Multiple Award Schedules offer a wide variety of commodities, non-information technology services and information technology products and services at prices which have been assessed to be fair, reasonable, and competitive.

Interagency Agreement 1: CDOR Applicant and Consumer Mediation Assistance – the California Department of General Services, Office of Administrative Hearings mediators assist applicants and consumers who request fair hearing or mediation to explore options for mutual resolution of a dispute in a timely, non-confrontational manner. Through mediation, applicants and consumers can better understand CDOR regulations and policies, and CDOR can better understand the individual's needs. The California Department of General Services, Office of Administrative Hearings also provides fair hearing services to review determinations made by CDOR that affect VR services and CDOR Student Services to individuals with disabilities and applicants and consumers.

Interagency Agreement 2: Business Enterprises Program Fair Hearing Services – the California Department of General Services, Office of Administrative Hearings provides fair hearing services for CDOR Business Enterprise Program vendor appeals.

Interagency Agreement 3: Business Enterprises Program Insurance Management – the California Department of General Services, Office of Risk and Insurance Management provides management of the Business Enterprises Program statewide insurance program funded from food service vending machine locations.

### **California Department of Health Care Services Information Exchange**

Interagency Agreement: Verification of CDOR Applicant's Benefit Status – used by CDOR to verify an applicant's Supplemental Security Income or Social Security Disability Insurance benefit status to assist in determining eligibility for CDOR services including application of the presumptive eligibility rules for Supplemental Security Income or Social Security Disability Insurance beneficiaries in accordance with Title I of the Rehabilitation Act.

### **California Department of Developmental Services: Individuals Eligible for Home and Community Based Waiver Programs**

The CDOR has a formal agreement with the California Department of Developmental Services, California's State agency responsible for administering the Home and Community Based Services waiver for the State Medicaid plan under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.). The California Department of Developmental Services has the primary responsibility to provide services and supports for individuals with intellectual disabilities and individuals with developmental disabilities, including extended services, or individuals with the most significant disabilities who have been determined to be eligible for home and community-based services under a Medicaid waiver, Medicaid State plan amendment, or other authority related to a State Medicaid program period.

### **California Employment Development Department**

Interagency Agreement: Provides CDOR with confidential California Employment Development Department wage and employer information to verify CDOR consumers' cases can be closed as employed and conducting federally required evaluation of the federal VR program.

### **California Department of Technology Services**

Interagency Agreement: Data Processing – provides CDOR data processing services.

### **California Office of Systems Integration**

Interagency Agreement: Formalized Governance – CDOR reimburses Office of Systems Integration for the proportional share of costs for on-going formalized governance, project assessment and strategic architecture services for delegated and non-delegated information technology projects.

### **Independent Living Centers**

Statewide Grants: Administration and Oversight of Independent Living Services – Title VII Rehabilitation Act funds, state general funds, and state Social Security Reimbursement funds are used to administer CDOR's Independent Living program and monitor 28 Independent Living Centers that provide federally required services, including Independent Living skills and assistive technology services to individuals with disabilities.

Grant 1: Provision of Independent Living Services – Assembly Bill 204 grants that are issued to non-profit Independent Living Centers provide Independent Living services that assist individuals with disabilities in achieving social and economic independence. Core services provided include peer counseling, advocacy, attendant referral, housing assistance, and Independent Living skills training; and other services and referrals deemed necessary such as transportation, job development, equipment maintenance and evaluation, and mobility assistance and communication.

In addition, grant provisions as of federal fiscal year 2016-17 have been updated to align with WIOA. This adds a new category of core services under transitions: the transition of consumers from nursing homes and other institutions to home and community-based residences; assistance to consumers who are at risk of entering institutions so that they may remain in the community; and facilitate the transition of youth with significant disabilities who have completed their secondary education or otherwise left school, to postsecondary life.

Grant 2: Independent Living Transition Services – Title VII B grants funds used to assist independent living centers with the one-time costs associated with assisting people with disabilities of all ages to transition from institutional settings to community settings, to remain in the community when at risk of entering institutionalization, and for youth with disabilities to transition to postsecondary life.

### **State Independent Living Council**

Grants: State Independent Living Council Operation – Title VII B, Rehabilitation Act funds used to operate the State Independent Living Council and provide State Independent Living Council funds for various sub-grants and contracts necessary to carry out objectives of the State Plan for Independent Living by programs for people with disabilities.

### **Older Individuals who are Blind**

Grants: The Older Individuals who are Blind Program Administration and Services – Title VII, Chapter 2 Rehabilitation Act funds used to administer and monitor the delivery of local Older Individuals who are Blind program services to visually impaired individuals age 55 and older to assist them to live independently, including funding 18 organizations to provide training in low-vision assistance, adaptive equipment, orientation and mobility, communication, daily living skills, self-advocacy, adjustment counseling, and transportation skills services to eligible individuals.

### **California State Personnel Board**

Interagency Agreement: Exam Access – State Personnel Board's Selection System provides CDOR computer access to conduct departmental civil service examinations, as well as process and maintain civil service eligible lists and certification lists.

### **Ticket to Work and Self-Sufficiency Program**

The CDOR actively coordinates with the Ticket to Work and Self-Sufficiency Program. Ticket to Work is a voluntary work incentive program for Social Security Disability Insurance or Supplemental Security Income beneficiaries between the ages of 18 and 64 who are interested in going to work. The Ticket to Work Program provides beneficiaries with access to VR, training, and placement services, as well as other services and support. Beneficiaries can use their ticket to obtain employment services and support from CDOR or they can take their ticket to an approved service provider called an Employment Network. A ticket cannot be assigned to an Employment Network and in-use with CDOR at the same time.

The CDOR's Work Incentives Planners and VR Counselors have an active role in the Ticket to Work program. The CDOR's Work Incentives Planners verify ticket status, provide information as needed, and facilitate referrals to Employment Networks at case closure. VR counselors distribute CDOR's Ticket to Work fact sheet at intake, verify the ticket status prior to approving the Individualized Plan for Employment, and facilitate sequential services.

### **Coordination with the State Agency Responsible for Providing Mental Health Services**

In California, the State agency responsible for mental health services is the California Department of Health Care Services. The CDOR has developed a Memorandum of Understanding with Department of Health Care Services to establish a framework for collaboration between CDOR and Department of Health Care Services to provide local technical assistance and support in order to strengthen existing CDOR Mental Health Cooperative Programs or to develop new patterns of vocational rehabilitation services available to individuals living with severe mental illness, with the ultimate goal of ensuring that consumers have access to a comprehensive, coordinated, and quality service delivery system.

The CDOR is also a member of the California Behavioral Health Planning Council, which evaluates the behavioral health system for accessible and effective care. It advocates for an accountable system of responsive services that are strength-based, recovery-oriented, culturally competent, and cost-effective.

### **Disability Related Services**

The CDOR has Interagency Agreements with the following state and local government entities for disability related services. The Agreements further the mission of CDOR toward the employment, independence, and equal access for individuals with disabilities. The agreements provide physical, digital and communication accessibility expertise for state government entities, businesses, and consumers, guidance to public organizations and businesses on their responsibilities and the requirements of accessibility for persons with disabilities, and specific information and links on the major laws, regulations, resources, and referrals regarding disability access and rights in California for public entities, citizens, employers, businesses, and other interested persons.

### **Document remediation**

- Governor's Office of Emergency Services
- Department of Fair Employment and Housing
- Department of Business Oversight

### **Program access**

- California Secretary of State – polling places, voting centers, voting systems
- California State Lottery - retailers

### **Document accessibility training**

- Department of Technology
- Department of General Services
- State Controllers' Office
- Office of Environmental Health Hazard Assessment

- California Energy Commission
- Air Resources Board
- Department of Transportation
- Franchise Tax Board
- Department of Conservation
- Department of Industrial Relations
- California State Teacher's Retirement System
- Department of Fish and Wildlife

## 2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

The CDOR is the designated state entity for provision of the Assistive Technology (AT) Act services and, as such, does not require additional agreements to coordinate AT Act and VR services. For additional information on State programs carried out under section 4 of the Assistive Technology Act, refer to the response for Description (o) – State's Strategies, specifically the information under the following header: "How a broad range of Assistive Technology services and assistive technology devices will be provided to individuals with disabilities at each stage of the rehabilitation process; and on a statewide basis."

The state of California offers low-interest, guaranteed loans to finance AT or modified transportation through the Assistive Technology and Modified Transportation Loan Guarantee Program (LGP). The CDOR LGP has been inactive since 2014 when the prior financial lending partner ended their agreement with the CDOR. The AT Act / AT Hub grant concluded its previous 3-year cycle on June 30, 2018 and CDOR completed a Request for Application for a new 3-year cycle beginning July 1, 2018 and will conclude on September 30, 2021. The AT grant was finalized and executed in October 2018. The CDOR is currently working with the AT grantee to plan the next steps with identifying key financial partners to reinstate the LGP as well as begin the AT Lease to Own Program.

## 3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

### **U.S. Department of Agriculture**

The CDOR is not a part of an interagency cooperation on the utilization of services and facilities of the programs carried out by the Undersecretary for Rural Development of the U.S. Department of Agriculture. However, CDOR field offices in rural areas do collaborate with local farm worker programs, such as CalAgrAbility, to coordinate and deliver services to farmworkers with disabilities.

## 4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

The CDOR serves out-of-school youth through multiple venues and methods. The CDOR Districts provide unique types of programs and services for youth and adults with disabilities. The majority of programs are with educational agencies (short or long-term training or educational programs). The CDOR Districts have strong working relationships with the local regional centers that serve youth and adults with intellectual disabilities and developmental disabilities. Similarly, CDOR Districts also have established working relationships with local

county mental health and county welfare programs that also serve youth and adults with psychiatric disabilities. Additionally, some CDOR Districts have also formed connections with foster youth programs. The CDOR has established four third-party contractors to provide vocational services for out of school youth with behavioral health disabilities.

The CDOR developed a new mental health cooperative program in Ventura County. It went into effect early July and is scheduled for renewal in July 2022. The contract will serve 200 youth with psychiatric diagnosis.

The CDOR built upon existing relationships with the CDE to support information and referral services to out-of-school foster youth with disabilities, particularly those that suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. In particular, CDOR initiated contact with a key entity within CDE titled, "Foster Youth Services Parent/Family and Community" that helps connect foster youth to services that include counseling, tutoring, mentoring, vocational training, training for independent living, and other related services. The CDOR intends to obtain and disseminate the contact information of local county CDE foster youth services coordinators to the CDOR districts to support local relationships and increase awareness about CDOR services in addition to sharing information about services available to foster youth through Foster Youth Services Coordinating (FYSC) Programs.

## 5. STATE USE CONTRACTING PROGRAMS.

Refer to the response for Description (c)(1) – Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System for information on State use contracting programs (particularly with the California Department of General Services).

### D. COORDINATION WITH EDUCATION OFFICIALS

#### 1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

##### **Coordination with Education Officials**

The CDOR ensures coordination with education officials at the local, regional, and statewide level through a variety of mechanisms, as described below. At the local level, the CDOR has established cooperative agreements as described in Description B and has established a list of all California secondary schools and assigned a CDOR staff liaison to each secondary school to ensure VR and Pre-Employment Transition Services (CDOR Student Services) are made available, particularly those that do not have a cooperative agreement. The CDOR also provides training and technical assistance at the local and regional level to education officials on VR and pre-employment transition services. The CDOR coordinates services through an interagency agreement with the California Department of Education (CDE) as described in response to Description d (2)(A). The CDOR additionally coordinates with the Western Educational Corporation to encourage collaboration with Learn4Life Charter Schools doing business in California.

##### **Consultation, Technical Assistance and Community of Practice**



The CDOR provides consultation and technical assistance to support state and local agencies in planning for the transition of students with disabilities, including the provision of CDOR Student Services. Locally, each CDOR District has liaison staff to provide outreach, consultation, and technical assistance to local educational agencies seeking information on CDOR Student Services and VR services for students with disabilities. In addition, CDOR participates in the Community of Practice, which is supported by the National Association of Special Education Administrators and has created a shared work website for programs that support transition practices for students with disabilities. The Community of Practice leadership team includes representatives from CDOR, CDE, the California Department of Developmental Services, the California Department of Social Services, the California Employment Development Department, the State Independent Living Council, educators, and parents who all share the goal of providing a seamless delivery of transition services to students with disabilities that lead to positive post school outcomes.

### **Regional Training and Technical Assistance Curriculum**

In keeping with the goal of collaboration to support transitioning students with disabilities, CDOR and CDE collaboratively fund and provide a core series of regional training and technical assistance curriculum to local CDOR and Local Educational Agency (LEA) staff and partners. Expert consultants provide training on topics related to CDOR Student Services and vocational services and supports leading to employment for students and youth with disabilities. The trainings include topics such as employment preparation, job development and placement; transition-age youth; benefits planning and management. These trainings help support the further success of CDOR consumers who are students with disabilities in securing and maintaining employment. Trainings are provided, as mutually requested by CDOR and the local education agency. Approximately 20 trainings are provided annually.

### **Collaborative Team Process**

In the coordination of goals, objectives, and services for transitioning students with disabilities, CDOR and LEAs are encouraged to use a collaborative team process to develop the transition services section of the Individualized Education Program (IEP) for students determined eligible for VR services. This process should include the involvement of the student, family, representatives of the LEA, CDOR staff when invited, and other service providers, as appropriate.

The CDOR and CDE's specific responsibilities are defined in the Interagency Agreement by each agency's applicable rules and regulations. The LEA is identified as the lead agency responsible for providing transition services by qualified personnel to students with disabilities to the point of exit from school. In planning for transition, the school should inform the parents and the student with a disability no later than age 16 about CDOR services and facilitate the referral process.

When invited, CDOR staff attend IEP meetings to actively participate in the planning and development of pre-employment transition services and transition services for the individual student.

For CDOR, a student's Individualized Plan for Employment (IPE) must be coordinated with the IEP or 504 services, as applicable, for that individual in terms of the goals, objectives, and services identified in the education program

### **Determining Eligibility and Individualized Plan for Employment Development**

The CDOR is responsible for determining eligibility for VR services needed to prepare for or obtain employment and is designated as the lead agency responsible for providing VR services by qualified personnel to students with disabilities meeting eligibility and Order of Selection requirements, as identified in the response for Description (m) – Order of Selection. The CDOR is providing Student Services (pre-employment transition services) to eligible and potentially eligible students with disabilities. In addition and where appropriate, when a student with a disability is referred to CDOR for vocational rehabilitation services, is determined eligible (60-days from the date of application), and is able to be served under an Order of Selection, CDOR develops the consumer's IPE. The IPE is developed within 90 days from the date of eligibility determination or by an agreed-upon extension date, and before leaving the school setting. The CDOR is responsible for providing and paying for the transition services, including CDOR Student Services, agreed upon in the IPE while the student with a disability is still in high school and continuing for the period the consumer is participating in the VR program.

### **Individualized Education Program or Individualized Plan for Employment Responsibilities**

The CDOR and the CDE's responsibilities include the provision of services outlined and required by the IEP or IPE. When developing these plans, both agencies work to ensure duplication of services does not occur. Where responsibilities overlap, the primary responsibility for specific services rests with the most appropriate agency, as determined by the consumer's present status and when an agency is legally obligated and funded to provide that service. When a service could be provided by either agency, the CDOR and LEAs use the following criteria to determine and assign the financial roles and responsibilities of each agency for the provision of the service:

- Determine the purpose of the service - Is it related more to an employment outcome or education?
- Determine if the service is customary - Is the service one that the LEA customarily provides under part B of the IDEA?
- Determine the student's eligibility for the service - Is the student with a disability eligible for transition services under the IDEA?

The local agency (LEA, SELPA, or other entity) that develops the eligible student's IEP is responsible for paying for the agreed upon transition services required to be provided under the IDEA. The CDOR is responsible for providing and paying for the VR services, including CDOR Student Services, included in the consumer's agreed upon IPE for the period the consumer is in high school and continues to participate in the VR program.

### **Outreach**

The CDOR conducts outreach through third party agreement partners. To do so, the CDOR implements procedures for enhancing outreach and identification of students with disabilities in need of transition services. The outreach by VR counselors includes a description of the VR program, eligibility requirements, application procedures and scope of services that may be provided to eligible individuals. The CDOR provides local presentations and informational literature to LEAs, educators, student associations, and parents about CDOR eligibility and program services. Additionally, CDOR assigns liaison VR Counselors to many secondary schools as a single point of contact for Special Education departments. Each liaison assists in the identification of local coordination activities between CDOR and the LEA and is responsible for

annually reviewing the interagency agreement with designated LEA staff. The CDOR will continue to provide outreach and information to high schools about available VR services.

### **Collaboration with Partners**

The CDOR communicates the value and benefits of VR services by reaching out to organizations that serve and represent students with disabilities, including parent resource centers, Independent Living Centers, Regional Centers, and organizations that serve youth with disabilities that are blind or visually impaired or deaf or hard of hearing.

### **Cooperative Programs Annual Meetings**

The CDOR Cooperative Programs Section has implemented annual in-person meetings by cooperative program type. These meetings have provided an opportunity for CDOR field staff, cooperative programs and stakeholders the opportunity to engage in reciprocal conversation, sharing of ideas and communication on new policy, emerging service strategies, best practices and participant success. By conducting these meetings in the community it allows for greater participation of CDOR and cooperative program staff that enhances cooperative program CDOR student services and vocational service delivery.

### **Pre-Employment Transition Services**

The CDOR will engage or engaged in the following activities to coordinate with schools and provide Pre-Employment Transition Services (CDOR Student Services):

- Developed and published a “Services to Youth” Webpage on the CDOR Internet in January 2018.
- Established and maintain a CDOR School Liaisons to secondary schools in August 2017.
- Communicated and will continue to communicate the statewide availability of pre-employment transition services with Special Education Local Planning Area Directors and the Advisory Commission on Special Education.
- Outreached and will continue to outreach to schools and closer coordination between VR and LEA staff that do not currently have a Transition Partnership Program cooperative arrangement.
- Expand transition services beyond school to work to include school to postsecondary training transitions.
- Provide information about the transition from school to work at an earlier age to eligible and potentially eligible students with disabilities.
- Provide work incentives education and planning services to students as well as parents and guardians of students with disabilities.
- Provide specialized training and increase awareness for VR staff and service providers on the unique needs of students with disabilities.

In addition, CDOR will utilize a variety of methods to ensure the provision of CDOR Student Services to students with disabilities:

- Job Exploration Counseling: This service will be provided by CDOR field team members. It will also be provided to some students with disabilities through TPP third-party

cooperative arrangements and through purchased services provided through other contracts or fee for service arrangements through LEAs, CRPs, or other providers.

- **Work-Based Learning Experiences:** CDOR VR team members will arrange for on-the-job trainings, internships, apprenticeships, work experiences, and other work-based learning experiences for students with disabilities through direct interaction with businesses, TPP third-party cooperative arrangements, and through vocational services provided through other contracts or fee-for-service arrangements through LEAs or CRPs.
- **Counseling on Postsecondary Education Opportunities:** This service will be provided primarily by CDOR VR team members. Team members may also arrange for the provision of this service through contracts or fee-for-service arrangements through LEAs, CRPs, or other providers.
- **Workplace Readiness Training:** CDOR VR team members will provide training on workplace readiness skills, including soft skills, financial literacy, independent living skills, and resume development, or arrange for training through TPP third-party cooperative arrangements as well as other contracts or fee-for-service arrangements through LEAs, CRPs, or other providers. As part of the financial literacy component, CDOR Work Incentives Planners will provide limited Work Incentives Planning services to students who are Supplemental Security Income or Social Security Disability Insurance recipients who need support and information regarding the impact of paid work experience on their benefits.
- **Instruction in Self-Advocacy:** The CDOR VR team members provide training on self-advocacy. It will also be provided to some students with disabilities through TPP third-party cooperative arrangements as well as through other contracts or fee-for-service arrangements.

Activities that will support the CDOR Student Services methods above include the following:

- The TPP contract services have been revised to emphasize the provision of CDOR Student Services.
- The CDOR developed new CRP work experience services, in which work experiences are arranged by CRPs across the state that serve as the employers of record.
- The CDOR established and expanded contracted work experience opportunities through WE Can Work contracts, in which LEAs serve as the employer of record.
- The CDOR will continue to establish other work opportunities in collaboration with the local America's Job Center of California (AJCC).
- The CDOR will continue STEPS, as funding permits, in collaboration with local workforce boards to provide work experience job training to that is aligned with the employment needs of business partners.
- The CDOR will develop additional work opportunities for students with disabilities on an ongoing basis by working directly with businesses and establishing the Community College Foundation as the employer of record.
- The CDOR will additionally prioritize the development of a fee-for-service service option for self-advocacy training.

## 2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

### A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

#### **Interagency Agreement with the California Department of Education**

Under the WIOA, the IDEA and the Rehabilitation Act of 1973 require State Educational Agencies (SEA) and VR agencies to plan and coordinate transition services, as well as pre-employment transition services (CDOR Student Services) for students with disabilities through a formal interagency agreement. In October 2018, CDOR signed an updated interagency agreement with the CDE to facilitate collaboration and shared responsibilities to increase opportunities for successful transition to adult life and employment for all students with disabilities. VR services may be provided to students with disabilities and youth with disabilities; CDOR student services may only be provided to students with disabilities.

The purpose of the agreement is to create a coordinated system of educational and VR services, including CDOR Student Services, for students with disabilities to facilitate a smooth transition from secondary education to post-secondary employment-related activities and competitive integrated employment. For the purposes of this agreement, interagency cooperation and collaboration for transition planning and services will be focused on students with disabilities who are enrolled in secondary school programs and are potentially eligible or eligible for services from CDOR. This includes students with disabilities who are served under the IDEA, regardless of where services are provided, and students with disabilities served in general secondary instructional programs and who are not served under IDEA.

#### **I. Consultation and Technical Assistance**

The CDOR will provide consultation and technical assistance to assist LEAs in planning for the transition of students with disabilities from school to post-school activities, including CDOR Student Services and other VR services. Technical assistance may be provided through teleconference calls, in-person presentations/meetings, or through informational material.

The CDE will provide CDOR with informational material for CDOR staff on mandated secondary transition planning under IDEA for students who have an Individualized Education Program (IEP).

Additionally, statewide and local joint trainings with topics addressing DOR Student Services and transition services will be made available to special education teachers, administrators, parents, and students by CDOR and CDE. Other training opportunities will be presented to agencies (e.g. County Mental Health programs, AJCCs, Employment Development Department, and Department of Developmental Services) that could individually or collectively share in the responsibility for providing transition-related services to youth and students with disabilities.

The CDOR has established a core series of training curriculum designed for local CDOR and LEA staff. Expert consultants in their respective fields provide training modules that include:

- CDOR Student Services Work Based Learning Experiences.
- CDOR Student Services Workplace Readiness Training.
- CDOR Student Services Instruction in Self-Advocacy.

- Job Development, Placement and Retention.
- Benefits Planning and Management.
- Transition Age Youth.
- Collaboration and Building Partnerships for Successful Employment.

## **II. Transition and DOR Student Services Planning**

### **Collaborative Transition Planning and Development for Individualized Program Plans – IEP and IPE**

A student's IEP will include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including courses of study) needed to assist the student in reaching those goals.

The CDE will encourage LEAs to invite DOR staff to IEP meetings and other team meetings, to the extent appropriate and with the consent of the parent or adult child, so the DOR can provide information, technical assistance, and information and referral as needed for eligible or potentially eligible students with disabilities.

The CDOR staff will attend IEP meetings, when invited, to actively participate in the planning and development of CDOR Student Services and transition services for the individual student.

For each eligible secondary student with a disability who applies for VR services, CDOR will develop an Individualized Plan for Employment (IPE) before the student leaves the school system or within 90 days of eligibility determination, whichever occurs first.

The LEA and CDOR will use a collaborative team process to develop the transition services section of the IEP and the IPE for the transitioning student.

## **III. Outreach**

### **Procedures for Outreach and Identification of Students with Disabilities**

To enhance outreach and identification of students with disabilities that need CDOR Student Services and transition services by VR and education, local CDOR districts and LEAs will work together to develop policies and/or procedures to ensure access to these services. The CDOR outreach procedures to students will include sharing information on the VR program, eligibility requirements, application procedures, and the scope of services that may be provided to eligible individuals.

## **IV. Coordination**

### **State Level Coordination**

The CDOR and the CDE are responsible for providing leadership and monitoring to local CDOR offices and LEAs, respectively, to facilitate the development of cooperative programs for secondary students, memorandums of understandings, and identification of students with disabilities who are either potentially eligible or eligible for the VR program. The CDOR and CDE staff will work cooperatively with other state programs and agencies to ensure that CDOR students/consumers have access to the resources available through the workforce development system.

State and local staffs from each agency will work together to plan and implement evaluation activities, including individual accountability measures, for shared students/consumers. These activities should address program effectiveness, consumer satisfaction, longitudinal outcomes, cooperative research and pilot projects, and other joint efforts to document and improve the effectiveness of transition services.

### **Local Level Coordination**

Each local administrator, or designee, will be responsible for the coordination of transition-related activities both within his or her own agency and with other agencies. This will serve a variety of purposes, including, but not limited to coordination of resource information, outreach, program information dissemination, research and evaluation, including student follow-up studies and, facilitating annual meetings of interagency personnel who serve secondary students with disabilities for the provision of CDOR Student Services and transition services.

The LEAs and CDOR districts will utilize the following resources to assist in local coordination activities:

- **School Contact List** - The CDOR has developed a school contact list to identify school liaisons for each secondary school district in California. The school contact list consists of over 500 secondary school districts. It serves a variety of purposes, such as the coordination of resource information, outreach, and program information dissemination.
- **Memorandums of Understanding (MOUs)** - The CDOR and CDE recommend and encourage the development of local MOUs between the CDOR and LEA. These MOUs will serve to facilitate and coordinate CDOR Student Services and transition services for secondary students with disabilities. State technical assistance will be provided to form such agreements. MOUs are also encouraged between the CDOR and Charter Schools. **The CDOR developed a MOU template to encourage collaboration with Learn4Life Charter Schools.** Through this MOU, the parties define participating sites and how they will create a coordinated system of education and VR, including referrals for services for students with disabilities
- **Local Partnership Agreements** - Collaborations may also include Local Partnership Agreements encouraged by CDE, CDOR, and the Department of Developmental Services (DDS) as an initiative of the **CIE Blueprint** to provide opportunities to students with intellectual disabilities and developmental disabilities.

### **MOUs with Local Education Agencies**

The CDOR established partnerships between several LEAs and CDOR districts to initiate a local Memorandum of Understanding (MOU). The CDOR shared with LEAs the CDOR/CDE Interagency Agreement and Appendix A, as well as three newly developed resources: the Collaboration Worksheet, CDOR School Contact List, and a CDOR Student Services flyer. In particular, the departments created the Collaboration Worksheet to complement Appendix A from the Interagency Agreement. It aims to support the development of strategies that will work best in the LEA/CDOR district. Topics include but are not limited to referral to CDOR Student Services, student access, and other key processes – understanding that different areas will have different resources and needs.

### **LEA-CDOR Local Interagency Agreement Template**

The CDOR and CDE shared with LEAs Appendix A of the interagency agreement to be used as a template for developing local agreements. The LEAs and CDOR districts will use this template to help facilitate the integration and coordination of transition services and CDOR Student Services for students with disabilities who are enrolled in secondary education and are eligible, or potentially eligible, to receive vocational rehabilitation (VR) services. Specifically, the intent of the agreement is to:

- Define the responsibilities of LEAs and CDOR districts.
- Provide for efficient and effective utilization of resources.
- Minimize duplication.
- Provide a foundation for continuous, effective working relationships between LEAs and CDOR districts.

Each local administrator, or designee, will be responsible for the coordination of transition-related activities both within his or her own agency and with other agencies.

Refer to Description (d)(1) – Coordination with Education Officials, specifically the paragraphs titled “Consultation, Technical Assistance and Community of Practice” and “Regional Training and Technical Assistance Curriculum”.

#### B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

Refer to Description (d)(1) – Coordination with Education Officials, specifically the paragraph titled “Collaborative Team Process”.

#### C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Refer to Description (d)(1) – Coordination with Education Officials, specifically the paragraphs titled “Collaborative Team Process” and “Individualized Education Program or Individualized Plan for Employment Responsibilities”.

#### D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

Refer to Description (d)(1) – Coordination with Education Officials, specifically the paragraph titled “Outreach” for additional information on CDOR’s outreach efforts.

#### E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

**Cooperative Agreements with Private Nonprofit Organizations.** The CDOR develops federally-required cooperative agreements with private non-profit organizations consistent with California State Contracting Rules, CDOR Title 9 Regulations, and internal policy and procedures for the establishment, development, or improvement of CRPs. CDOR pays CRPs through fee-for-service or contractual agreements to deliver authorized assessment, training, employment, and specialized support services provided to CDOR applicants or consumers.

#### **Fee-for-Services**



Fee-for-services are paid to approved vendors per CDOR's Uniform Fee Structure for CRP Providers. The Uniform Fee Structure applies only to those CRPs in a fee-for-service relationship with CDOR. The Uniform Fee Structure does not apply to services provided under a cooperative program or case service contract as described in the response for Description (b)(1) – Request for Waiver of Statewideness. The types of services provided include:

- Assessment Services – improves a consumer's outcome by identifying specific barriers to employment and recommendations to eliminate those barriers.
- Training Services – enhances a consumer's employability by providing necessary interactions that remove employment barriers, provide for specific occupational training, or develop appropriate personal and work behaviors, as outlined in a rehabilitation plan.
- Job-Related Services – assists a consumer, in an organized planned manner, to prepare for, obtain, and retain employment, and includes supported employment services.
- Support Services – provides direct services such as Independent Living skills training and assistive technology assessments that enhance independence and employability for CDOR consumers.
- CDOR Student Services – provides Pre-Employment Transition Service to students with disabilities through a work experience opportunity.

As an action item in California's CIE Blueprint, CDOR collaborated with DDS and CDE to develop a service delivery system change task force. The key entities in addition to the three departments include the Association of Regional Center Agencies (ARCA), representatives from regional center and WorkAbility I partners and a Family Empowerment Center. The purpose of the task force is to provide targeted technical assistance and training to Local Partnership Agreements (LPAs) for the provision of services to individuals with ID/DD, including coordination of supported employment services and extended services to youth with the most significant disabilities.

The task force's efforts include making available training and technical assistance that may impact programs and services such as:

- CDE funded transition services
- CDOR funded Student Services
- DDS funded day programs
- DDS funded work activity programs
- CDOR and DDS funded supported employment programs

### **New or Expanded VR Services**

The need for new services or expansion of VR services by a CRP may be directly identified by CDOR's District, through the needs assessment process identified in Description (j) – Statewide Assessment, or by individual requests by consumers. When a needed VR service is identified for a consumer, CDOR will first seek services from current CDOR certified CRPs. In establishing a new vendor, or a new or added service, CDOR staff considers departmental priorities using the following criteria: there is an identified need for the service, and a sufficient number of CDOR applicants and consumers exist to sustain the service; there are no other providers; current

providers or cooperative partners cannot fill the need; and, the new service or vendor will fill a service gap for the unserved or underserved population.

In June 2018, CDOR established a new customized employment service description and rates to be piloted. The CDOR initiated pilot programs of the new service in July 2018 that continued through June 2019.

As of August 2019, CDOR customized employment programs have led to the creation of three full-time positions for CDOR consumers. An additional 16 consumers are currently progressing through the customized employment process and further pilot cohorts are expected to start in 2020.

The CDOR is working to identify additional customized employment sites statewide.

### **CDOR Community Resources Development Section**

The CDOR's Community Resources Development section is responsible for the vendorization and certification functions of CRPs. All new CRPs go through a vendorization process. Further, any new or expanded services beyond those currently approved and offered by a current vendor is subject to the approval procedures in place at the time of the submission of the request. Certain vendors or service categories may require CDOR executive level approval. Once vendorized to provide VR services, each CRP is formally notified of the approved VR service type(s), along with the corresponding CDOR approved standardized fee rate(s) established in 2009 and increased in 2019.

### **Case Service Contracts**

When CDOR identifies a need for VR services to be provided by CRPs to consumers served through local public agency cooperative arrangements identified in the response for Description (b) – Request for Waiver of Statewideness, CDOR's Cooperative Programs Section assists Districts and CRPs in developing case service contracts. These contracts are negotiated between CDOR and the CRPs to indicate the specific VR services, the number of consumers to be served, expected contract outcomes, and the costs needed to provide these services to consumers. Currently, the majority of these contracts are developed to provide VR services to consumers participating in the mental health cooperative agreements.

### **Certification, Review and Technical Assistance**

All CRPs are required to maintain their certification, and those providing work-related programs are required to be accredited by the Commission on Accreditation of Rehabilitation Facilities. The CDOR may waive the accreditation requirements if a CRP's annual service expenditures are at or below \$50,000 for three prior consecutive years. CDOR's Community Resources Development Section reviews that CRPs are consistent with CDOR Title 9 Regulations to assure the quality of services, as well as the safety of consumers, and identify any needed improvements. For CRPs associated with cooperative agreements, the CDOR Cooperative Programs Section will also perform program reviews to evaluate their effectiveness in meeting the contract VR service objectives and identify any needed improvements. In addition, CDOR's Community Resources Development Section and, or, the Cooperative Programs Section will provide technical assistance in response to CRPs' questions or concerns when needed or upon request.

### **Efforts to Ensure Quality Services and Resources**

The CDOR strives to maintain regulatory compliance and advocates for consumer and vendor service quality. Several efforts are taking place to provide quality services and resources for consumers:

- The CDOR continues to review and consolidate Individual Service Providers, which consist of individuals contracted to provide VR services, in an effort to maintain consistent, fair, and effective services.
- The CDOR's Community Resources Development Section continues to conduct comprehensive certification and site reviews of CRPs. The focus of the review process is maximizing employment outcomes for CDOR consumers.
- Efforts are taking place to update the CRP Vendorization and Certification Guidelines with information on CDOR Student Services (Pre-Employment Transition Services) and Customized Employment services.

#### F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

##### **Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.**

The CDOR identifies and makes arrangements with private non-profit organizations, as identified in the response for Description (e) – Cooperative Agreements with Private Nonprofit Organizations, to provide Supported Employment services for individuals with the most significant disabilities, including youth with the most significant disabilities.

The CDOR collaborates with entities including the DDS, Regional Centers, CDE, LEAs, the California workforce development system, local county mental health agencies, CRPs, including Independent Living Centers, business partners, and other community partners to provide competitive integrated Supported Employment services to eligible individuals. The CDOR works with over 100 Supported Employment providers statewide with associated locations and satellite offices.

The CDOR, DDS, and CDE additionally are establishing Local Partnership Agreements (LPAs) consistent with the Competitive Integrated Employment: Blueprint for Change. The LPAs are intended to encourage the sharing of resources to support person centered planning and pre-vocational services that may be provided prior to an individual's referral to CDOR for Supported Employment. As of October 2019, 38 LPAs have been submitted. Examples of LPA activities include, but are not limited to:

- The Tri Counties LPA created a universal referral process in which the core partners contact the individual and family to determine needs for work training, employment-related services and supports, secure "release of information" permission, determine which agencies/institutions should be included based on individual's needs, and complete a "Universal Referral Sheet", send Universal Referral Sheet to agencies, institutions involved or potentially involved with the individual, contact potential staff members to identify a conference call or face-to-face meeting.
- The San Bernardino City LPA Collaborative is developing and implementing Career Technical Education (CTE) class offerings to enhance workplace skills for students with intellectual and developmental disabilities (ID/DD), i.e. foundational employment skills, self-determination, workplace technology etc. They are also participating in school

district administrative meetings to collaborate about effective CTE class offerings for high school students.

- The Sonoma Napa LPA partners are further exploring the organizational structure within the LPA, to be functional within the local planning area, including development of subcommittees to focus on specific interests.

In California, CDOR and DDS utilize the hourly rates for Supported Employment job coaching, intake, placement, and retention services that are statutorily-defined. The current rates were set in 2015 (Assembly Bill X2-1) and increased again by DDS after surveying providers in 2016. The CDOR Supported Employment services begin after job placement and are for the purpose of maintaining and supporting an individual with a most significant disability in competitive integrated employment.

Sources of extended services vary depending on the individual's eligibility for other programs or availability of other resources and CDOR partners with other agencies, and employers for natural supports, to ensure supported employment consumers have a source of extended services. The CDOR will provide extended services to youth with the most significant disabilities when other extended services are unavailable, as appropriate. The following are examples of sources of extended services that are not provided by CDOR and are provided to eligible individuals regardless of age:

- Individuals with mental illness may be provided extended services by county mental health agencies, which may allocate Medi-Cal, Mental Health Services Act, or Short-Doyle funds as determined by each county. Short-Doyle funds are provided to local governments to establish and develop locally administered and controlled community mental health programs.
- Social Security Administration Work Incentives, such as Impairment Related Work Expense or an approved Plan for Achieving Self Support.
- Supported employment services provided under Veteran's Health Administration Compensated Work Therapy Program.

California state regulations do not allow Traumatic Brain Injury state match funds to be used for extended services. Consumers with a Traumatic Brain Injury (TBI) that require extended services such as ongoing support needed to maintain Supported Employment, such as job coaching, can be served through additional resources at local Independent Living Centers and other TBI service providers support through state general funds.

Whenever possible, building natural supports at the workplace for consumers with Supported Employment needs is encouraged. Natural supports allow the strengthening of the relationship between employer and consumer, supporting long-term successful outcomes and to develop opportunities for competitive integrated employment, to the greatest extent practicable.

### **California Initiatives**

California has enacted legislation and implemented statewide initiatives that have made an impact on the provision of Supported Employment services to individuals with intellectual and developmental disabilities:

- The Lanterman Developmental Disabilities Services Act (Welfare & Institutions Code, section 4500, et. seq.) provides Californians with ID/DD the right to obtain services and

supports to enable them to live a more independent life; this includes the funding for Supported Employment extended services. This Act is unique to California.

- Assembly Bill (AB) 287 (2009) established the Employment First Policy, which led to a standing Employment First Committee formed by the State Council on Developmental Disabilities. The bill expands employment opportunities for people with ID/DD and identifies best practices and incentives for increasing integrated employment and gainful employment opportunities for people with intellectual and developmental disabilities. The CDOR is an active participant in the State Council on Developmental Disabilities' Employment First Committee to help with transition planning.
- AB 1041(2013) established in statute California's Employment First policy. The policy was established to make services and supports available to enable persons with developmental disabilities to have similar everyday living to those persons without disabilities and to support the integration of persons with developmental disabilities into their community.
- California Competitive Integrated Employment: Blueprint for Change Employing Individuals with Intellectual Disabilities and Developmental Disabilities in California. In December 2014, CDOR, the California Department of Education, and the California Department of Developmental Services entered into a Memorandum of Understanding to further advance the state's "Employment First" Policy and other federal and state laws to address employment in integrated settings, at competitive wages, for individuals with intellectual and developmental disabilities. In March 2017, the Competitive Integrated Employment: Blueprint for Change was completed, and outlines plans for the following goals:
  - Improving collaboration and coordination between the three departments to prepare and support all individuals with ID/DD who choose competitive integrated employment;
  - Building capacity to increase opportunities for individuals with ID/DD who choose competitive integrated employment to prepare for and participate in the California workforce development system; and,
  - Increasing the ability of individuals with ID/DD to make informed choices, adequately prepare for, transition to, and engage in competitive integrated employment.
- Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE) is a joint initiative of the U.S. Department of Education, Social Security Administration, Department of Health and Human Services, and Department of Labor and was awarded to California in October 2013. The CDOR is the lead coordinator for the grant in California. CaPROMISE worked to improve the coordination of services and supports for child Supplemental Security Income recipients and their families in order to achieve improved education and employment outcomes and reduce reliance on Supplemental Security Income. Services provided under the grant ended on June 30, 2019, while data collection and analysis will continue through September 2020. The following are lessons learned from CaPROMISE that provide the framework for continued system change to benefit youth and students with disabilities and their families:
  - Utilization of person-driven planning is essential to identify an individual's employment goals, and service and resource needs to ensure success.

- Family engagement is vital as family support is critical to the long-term success of the youth or student.
- Providing work-based learning opportunities promote future career development.
- Interagency collaboration is essential for increasing a student's self-sufficiency.
- Providing benefits planning to the individual and family is critical to short and long-term success in competitive integrated employment.
- CA Career Innovations (CCi): Work-Based Learning Model Demonstration. The CDOR has partnered with San Diego State University, Interwork Institute to evaluate the effects and benefits of work-based learning experiences to prepare students with disabilities to enter post-secondary education and competitive integrated employment. CCi has enrolled 824 students with disabilities to participate in the project, including students with the most significant disabilities, who are ages 16 through 21, and have Individualized Education Program or 504 plans.
- In July 2016, CDOR established the Achieving Community Employment (ACE) Team to provide career counseling and information and referral (CC&IR) services. ACE Counselors located in eight regions statewide provide CC&IR services to inform individuals working at subminimum wage (SMW) about and encourage the exploration and achievement of competitive integrated employment. The participants also receive information about available employment resources and supportive services. As of July 2019, the CDOR ACE Team coordinates with 88 California employers holding 14(c) SMW certificates, including 79 CRPs, five businesses, three Patient Worker programs, and one School Work Experience Program, with approximately 12,255 reported workers. The number of employers with 14(c) certificates has decreased from 150 to 79, and correspondingly the reported number of workers receiving CC&IR services decreased from 19,669 in 2016 to 12,255 in 2019. The CDOR expects this downward trend to continue between 2020 and 2024.

## G. COORDINATION WITH EMPLOYERS

### 1. VR SERVICES; AND

The CDOR continues to work with employers to identify competitive integrated employment and career opportunities to facilitate the provision of VR services for consumers. Some ways CDOR works with businesses include:

- Engaging the workforce development system and the business community via effective outreach, relationship and partnership building. Maintain regular CDOR participation at each of the 14 Regional Planning Units and on each local workforce development board.
- Exploring and informing CDOR counselors and consumers of local opportunities to obtain non-degree credentials, including certificates, industry certifications, apprenticeship certificates, and occupational licenses with CTE, workforce, and businesses to build an inclusive and skilled future workforce.
- Emphasizing and supporting increased earn-and-learn opportunities for consumers including on-the-job training (OJT), paid work experiences, internships, and apprenticeships with businesses.

- Identifying and providing early interventions to address potential employment barriers, such as providing work incentive planning support, workplace readiness training, self-advocacy training and work-based learning opportunities.
- Ensuring each Regional Director or Regional Business Specialist meets with local business leaders from identified in-demand sectors, as determined by their local Regional Planning Unit, to develop working partnerships or establish initiatives that support hiring and/or recruitment of individuals with disabilities.
- Accessing and utilizing labor market information (LMI), including, but not limited to, CalJOBS, World of Work Inventory, The Career Index Plus, Career Zone, and Careerinfo.net, to inform plans that help businesses meet their recruitment and talent needs.
- Informing business partners on hiring incentives and resources (e.g. Work Opportunity Tax Credit, Talent Acquisition Portal, Disability Awareness training, the Assistive Technology network, and CDOR Business Based Services) to support businesses employing, supporting, retaining and promoting qualified talent with disabilities.

Some examples of how CDOR has partnered with businesses to promote competitive integrated employment and career experiences for consumers include:

- Participating and hosting events to build business partnerships and increase career opportunities for consumers.
- Forming statewide partnerships with businesses.
- Providing training to CDOR staff on working with businesses and developing job opportunities.
- Offering training to businesses: CDOR produced and posted videos of disability access, disability accommodations, or disability awareness trainings on YouTube. These video trainings are produced in collaboration with the California Workforce Association and can be found on the CDOR's YouTube channel.  
<https://www.youtube.com/user/DORCalifornia>

## 2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

The CDOR redirected 210 field staff, Qualified Rehabilitation Professionals and Service Coordinators, to provide CDOR Student Services to students with disabilities. The Student Services staff outreach to employers and contractors to make available work-based learning experiences and work-readiness training to students with disabilities through We Can Work and STEPS.

### **We Can Work (WCW)**

The WCW job opportunities are administered through case service contracts between CDOR and LEAs. The purpose of these contracts is to afford students with disabilities an opportunity to participate in CDOR Student Services work-based learning experiences.

We Can Work is available to students with disabilities who are potentially eligible and eligible for VR services. Work-based learning experiences are provided primarily with community businesses that have been developed by the WCW contracts. The WCW job opportunities are offered through community employers that have been developed by the WCW contracts.

Through WCW, students with disabilities have the opportunity to explore competitive integrated employment settings and work with the community employers on career exploration.

### **Summer Training and Work Experience Program for Students (STEPS)**

STEPS is a contract between CDOR and the Foundation for California Community Colleges (FCCC) with assistance from the California Employment Training Panel. The FCCC in partnership with CDOR provides “Employer of Record” services to assist potentially eligible and eligible students with disabilities in obtaining valuable work experience. The FCCC only serves as the employer of record; it will not be involved in job development activities. Job development may be conducted by a community rehabilitation program, a cooperative programs partner, or CDOR staff.

The intent of the contract is to partner with local workforce boards supported by America’s Job Center of California (commonly known as AJCC) to find students with disabilities employment opportunities throughout the state.

The STEPS is available to students with disabilities who are potentially eligible and eligible for VR services.

Additional information on CDOR’s efforts to work with employers to provide competitive integrated employment and career exploration for students and youth with disabilities can be found in goal three under the “Increasing the Quality and Quantity of Employment Outcomes” priority in Description (o)(1) – State’s Strategies.

## **H. INTERAGENCY COOPERATION**

### **1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;**

Refer to Description (c)(1) – Cooperative Agreements with Agencies Not Carrying out Activities under the Statewide Workforce Development System, specifically the following paragraph:

#### **California Department of Developmental Services: Individuals Eligible for Home and Community Based Waiver Programs**

While CDOR has a formal agreement with the California Department of Developmental Services (DDS), California’s State agency responsible for administering the Home and Community Based Services waiver for the State Medicaid plan under Title XIX of the Social Security Act (42 U.S.C. 1396 et seq.), CDOR and DDS continue to work together to overcome challenges sharing individual client data challenges across the two departments.

The DDS has the primary responsibility to provide services and supports for individuals with intellectual and developmental disabilities, including extended services for individuals ages 22 and older who have been determined to be eligible for home and community-based services under a Medicaid waiver, Medicaid State plan amendment, or other authority related to a State Medicaid program period.

Collaborative efforts to support community integration of individuals who are eligible for Home and Community Based Services waiver programs include CDOR district staffs’ participation in person-centered planning meetings, when invited. The CDOR is also supporting discussions with DDS for improved coordination of Individualized Education Programs and Individual Program Plans for eligible individuals. The CDOR is also collaborating with DDS to support opportunities for competitive integrated employment through the CIE Blueprint as described in



the response to description (f) - Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

## **2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND**

The CDOR addressed its collaboration with DDS, the agency responsible for the State Medicaid plan under title XIX of the Social Security Act and the provision of services for individuals with ID/DD in the previous section to this description. CDOR's cooperation with DDS is described throughout the State Plan, particularly in Description (f) – Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

## **3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.**

Refer to Description (c)(1) – Cooperative Agreements with Agencies Not Carrying out Activities under the Statewide Workforce Development System, specifically the following paragraph:

### **Coordination with the State Agency Responsible for Providing Mental Health Services**

In California, the State agency responsible for mental health services is the California Department of Health Care Services. The CDOR has developed a Memorandum of Understanding with the Department of Health Care Services to establish a framework for collaboration between CDOR and the Department of Health Care Services to provide local technical assistance and support in order to strengthen existing CDOR Mental Health Cooperative Programs or to develop new patterns of vocational rehabilitation services available to individuals living with severe mental illness, with the ultimate goal of ensuring that consumers have access to a comprehensive, coordinated, and quality service delivery system, which includes competitive integrated employment and, as appropriate, supported employment services.

The CDOR is also a member of the California Mental Health Planning Council, which evaluates the behavioral health system for accessible and effective care. It advocates for an accountable system of responsive services that are strength-based, recovery-oriented, culturally competent, and cost-effective.

## **I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT**

### **1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT**

#### **A. QUALIFIED PERSONNEL NEEDS**

##### **I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;**

The CDOR, in partnership with the SRC, develops and maintains a Comprehensive System of Personnel Development to ensure a sufficient workforce of qualified state rehabilitation personnel, including professionals and paraprofessionals, is in place for the timely and successful delivery of VR services to Californians with disabilities.

The CDOR has a comprehensive system for collecting, maintaining, and analyzing, on an annual basis, data on qualified personnel needs. Personnel position reports are created by CDOR Human Resources' (HR) position control utilizing data collected from the State Controller's Office. The data reflecting current position allocations and position location is shared on a

monthly basis with CDOR's field division. The CDOR's field division determines any changes in position allocation for their division and informs HR of any potential changes.

### **Vocational Rehabilitation Services Delivery**

The VR Counselors are exclusively responsible for the following five functions: eligibility determination; priority of service; Individualized Plan for Employment approval and signature; Individualized Plan for Employment revisions or amendments; and determination that a successful employment outcome has been achieved and the record of services can be closed.

Collectively, the VR Counselor, Service Coordinator, Business Specialist, Work Incentives Planner, and Case Support Staff focus on providing VR services necessary for consumers to prepare for, find, and retain employment. VR service delivery is focused on person-centered/whole person care via cross-agency collaboration and systems alignment.

The table below shows the positions, vacancies, projected vacancies, and ratio of consumers served per staff member for CDOR field division staff who provide VR services.

<b>CDOR Position Title</b>	<b>Total Positions</b>	<b>Current Vacancies</b>	<b>Projected Vacancies Over the Next 5 Years</b>	<b>Ratio of Consumers per Staff Member*</b>
Team Manager	122	16	38	894
Senior Vocational Rehabilitation Counselor	567	17	166	192
Regional Business Specialist	47	11	15	2,320
Business Specialist / Work Incentive Planner / Services Coordinator	271	0	91	402
Case Support Staff	183	6	60	596
Regional Director	14	0	4	7,789
District Administrator	14	0	4	7,789
Medical Consultant	5	3	2	21,810
Consulting Psychologists	3	0	1	36,349
Mobility Evaluation Specialist	1	0	0	109,048
Teacher, Orientation and Mobility for the Blind	7	2	2	15,600
Teacher, Typing and Braille	2	0	0	54,500
Teacher, Home Economics	1	0	0	109,048

<b>CDOR Position Title</b>	<b>Total Positions</b>	<b>Current Vacancies</b>	<b>Projected Vacancies Over the Next 5 Years</b>	<b>Ratio of Consumers per Staff Member*</b>
Counselor, Orientation Center for the Blind	2	0	0	54,500
Vocational Instructor	3	0	1	36,350
Physician and Surgeon	1	0	0	109,048
Optometric Consultant	1	1	0	109,048

\*Ratio based on total number of positions at the end of FFY 2019.

In April 2018, CDOR redirected 105 VR counselors and 105 Service Coordinators to work directly with eligible and potentially eligible students with disabilities. The VR Counselors and Service Coordinators provided CDOR Students Services (pre-employment transitions services) to 29,562 students with disabilities in FFY 2019, including potentially eligible students with disabilities. In FFY 2020, the CDOR Student Services VR staff anticipate providing services to 29,598 students with disabilities.

During FFY 2019, CDOR actively provided VR services to 29,623 VR applicants and provided CDOR Student Services to 15,734 potentially eligible students with disabilities.

In FFY 2019, VR field staff provided services to an estimated 70,854 individuals with disabilities in open status.

### **Orientation Center for the Blind**

The Orientation Center for the Blind is a CDOR owned and operated training facility that assists consumers who are visually impaired and blind to adjust to their vision loss and acquire the skills and tools necessary to pursue competitive integrated employment. A specialized staff of qualified teachers, trainers and rehabilitation professionals provides comprehensive training and experiences tailored to assist each participant to reach their full potential for independence. At no cost to CDOR consumers, training is provided in daily living skills including cooking, independent travel, Braille and communication, assistive technology use, and the work readiness skills necessary for vocational success. Options for training include residential, individualized day programs, two-week skills assessments, or a combination of any of the above. The residential facility can support 36 participants at any given time.

### **Caseload Projections**

The CDOR is currently operating under an Order of Selection, as identified in the response for Description (m) – Order of Selection. The CDOR has reviewed projected resources and projected costs for state fiscal year 2019-20, which started July 1, 2019, and ends June 30, 2020, as provided by California Code of Regulations, title 9, section 7052(a) and determined that projected resources are inadequate to serve all individuals but sufficient to serve individuals in Priority Category One and Priority Category Two, who apply on or before June 30, 2020, and individuals in Priority Category Three, who applied on or before August 31, 2019 and have not withdrawn their application or been removed from the Waiting List due to failure to confirm continued interest in receiving vocational rehabilitation services.

For FFYs 2020 through 2024, VRSD teams will provide services to an estimated 70,795 individuals in open status. On average, each VRSD team will provide services to approximately 674 individuals in a year.

**II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND**

Refer to Description (i) – Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development (specifically (i)(1)(A)(i)).

**III. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.**

Refer to Description (i) – Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development (specifically (i)(1)(A)(i)).

**B. PERSONNEL DEVELOPMENT**

**I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;**

**Personnel Development of VR Counselors**

The Council on Rehabilitation Education provides academic preparation for professional rehabilitation counseling positions and undergraduate programs in Rehabilitation and Disability Studies. The CDOR ensures effective systematic coordination with the Council on Rehabilitation Education–accredited programs by discussing, at least biannually, the progress of CDOR staff participating in the Master’s in Rehabilitation Counseling programs.

**Universities with Rehabilitation Counseling Programs**

In California, there are five Council on Rehabilitation Education–accredited Master’s Degree in Rehabilitation Counseling programs and one Council on Rehabilitation Education–accredited undergraduate Bachelors of Science Degree in Rehabilitation Services program through the following universities: CSU Fresno, CSU Los Angeles, CSU Sacramento, CSU San Bernardino, and San Diego State University. Only CSU Los Angeles offers a Bachelor’s of Science Degree in Rehabilitation Services.

**II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND**

The table below provides data for Academic Year 2018-2019 on the number of students enrolled in or graduated from a Council on Rehabilitation Education accredited Bachelor’s or Master’s Degree program and the numbers of students sponsored in those programs by CDOR and, or, the Rehabilitation Services Administration (RSA).

University	Degree Program	Students Enrolled (academic year)	Graduates from the previous academic year
CSU Los Angeles	Master's	100 per year (approximate)	20 per year (approximate)
CSU Los Angeles	Bachelor's	237	93
CSU Fresno	Master's	100	45
CSU Sacramento	Master's	28	1
CSU San Bernardino	Master's	47	12
San Diego State University	Master's	95	36
<b>Total</b>		607	207

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

Refer to Description (i) – Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development (specifically (i)(1)(B)(ii)).

## 2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

### 2015-2020 Workforce Strategic Plan

The CDOR developed a 2015-2020 Workforce Strategic Plan focused on hiring, developing and retaining staff with the right skills and competencies to achieve the vision, mission, and goals of the department. The development of the Plan is a continuation of CDOR's 2012-2015 Recruitment and Retention Plan that documented the Human Resources Branch's ongoing collaborative activities with internal and external stakeholders.

The CDOR has completed four of the six initiatives were identified through the collaborative process: Recruitment Outreach and Marketing, Onboarding, Performance Management Enhancement and Leadership Development. The remaining two initiatives, Recognition and Mentoring, will be completed in 2020. The initiatives are intended on recruiting and empowering employees through development opportunities, coaching and mentoring,

knowledge sharing, recognizing achievements, and fostering a values-driven culture. The six initiatives are:

1. Recruitment Outreach and Marketing – Develop and implement an outreach and marketing strategy to establish CDOR as an employer of choice to attract high-performing diverse candidates. A recruitment committee was convened to address challenges in attracting, hiring, and retaining the Senior Vocational Rehabilitation Counselor, Qualified Rehabilitation Professional (QRP) Classification. Marketing strategies include developing new exciting content to be used in brochures, posters, billboards, and a variety of online platforms. Outreach strategies include targeting university partnerships through campus recruiting and hiring events, classroom presentations, internships, and alumni engagement.
2. Onboarding Program – Develop an onboarding program for supervisors and managers to use with new staff to learn about a wide-cross section of the Department – its mission, core values, culture, program areas, resources and overall expectations.
3. Performance Management Enhancement – Develop and implement a training framework to provide managers with increased knowledge and skills pertaining to talent management activities such as proactive recruitment and retention, conducting and supporting effective individual development plans, and productive employee relations.
4. Leadership Development – Develop a formal leadership development program that allows managers the opportunity to enhance their personal and professional development. The program will provide the department with an opportunity to grow and retain its high potential staff and support the transfer of knowledge as part of DOR's succession planning efforts.
5. Recognition Program – Develop a program consisting of informal and formal recognition that reinforces the department's mission, values, and strategic objectives to help attract and retain high-performing staff.
6. Mentoring Program – Develop a mentoring program to provide educational and experiential opportunities for staff to enhance their personal and professional development.

### **Current and Projected Needs for Qualified Personnel**

To meet the current needs for qualified personnel, CDOR's Staff Development Unit will continue to collaborate with other CDOR Sections to develop employee competencies, knowledge, skills and abilities; provide staff retraining; and comply with mandatory training requirements. The Staff Development Unit will provide logistical support for internal and external training.

The CDOR plans to offer a variety of training to support current professional development needs including:

- Academies for VR Counselors, Service Coordinators, Business Specialists, and Office Technicians. These academies will increase the capacity of personnel to provide services to consumers and will also enhance existing knowledge of personnel duties.
- Quarterly knowledge-based trainings.
- Training on the medical aspects of disability.

- Continual training for VR Counselors.

To meet the projected needs of personnel, the Staff Development Unit will rely on a number of tools including CDOR's:

- Triennial Comprehensive Statewide Assessment
- Staff Development Unit Statewide Training Needs Assessment
- State and Strategic Plans
- Workforce Strategic Plan
- Employee Engagement Survey
- Blackboard Learning Management System

The Staff Development Unit will identify projected training needs through analysis of audit findings, program reviews, policy inquiries, and an evaluation of WIOA. Delivery of training regarding services to youth, use of labor market information, and Pre-Employment Transition Services will be priority.

The Staff Development Unit will utilize Blackboard Learning Management System to track mandatory training, assign competency-based training, and coordinate external training requests for Department personnel.

The Staff Development Unit will support continuing education by offering a variety of methods and topics including rehabilitation technology, documentation, case assessment and post-secondary education. The Staff Development Unit will also coordinate additional classes focusing on Section 508 compliance.

### **Higher Education Institutions and Professional Associations**

The CDOR offers volunteer internships for VR students looking to gain experience and get a first-hand look at rehabilitation counseling at CDOR. The CDOR partners with the Council on Rehabilitation Education universities to conduct "How to Apply to the CDOR" workshops that help the Council on Rehabilitation Education university students navigate the civil service application process. The CDOR also partners with the Council on Rehabilitation Education universities and professional associations to promote CDOR career opportunities to their databases.

### **Personnel from Minority Backgrounds and Individuals with Disabilities**

The CDOR is focused on developing a diverse workforce that incorporates disability awareness, etiquette and inclusion best practices in service delivery and working with external stakeholders. The CDOR will focus recruitment on people with disabilities, including individuals who have received services from DOR, through outreach to consumers and stakeholders and employees with disabilities or knowledge of the unique challenges and experiences of individuals with disabilities.

A recruitment team, comprised of a designated recruiter for each District, has been created to plan and implement activities to ensure that outreach to potential candidate pools include individuals with disabilities, with a focus on individuals with disabilities identified as underserved, and educate CDOR consumers and external stakeholders of career opportunities with the CDOR. Additionally, CDOR created a recruitment outreach contact database with

national and California disability rights organizations and networks to increase recruitment reach to persons with disabilities.

The CDOR will also analyze feedback provided in the 2019 Employee Engagement Survey to determine how the CDOR workforce perceives the work environment for all employees, including personnel from diverse backgrounds and those with disabilities.

### **Disability Inclusion and Advisory Committee**

The CDOR established the Diversity and Inclusion Advisory Committee (DIAC) in 2000-2001 to conduct focused outreach to unserved and underserved individuals and consumers, and to diversify CDOR employee applicant pools to ensure a diverse workforce in order to meet consumer needs. The Committee meets quarterly to identify outreach and diversity gaps and determine potential solutions for consideration by CDOR's Executive Leadership Team.

The DIAC established a diversity office and identified a need for counselors that had the language skills to cater to diverse populations. The diversity office developed strategies to hire staff members who were multilingual and can be trained to become qualified counselors.

The DIAC developed a Cultural Competency Training, a diversity and inclusion training with a focus on disability awareness and cultural competency. The training will give staff an opportunity to develop foundational diversity and inclusion knowledge and demonstrate practical ways to implement inclusive behaviors into their work.

The training was piloted in the CDOR San Joaquin District in 2018 and used interactive activities, a multimedia presentation, and experiential learning opportunities to help increase their knowledge in the area of cultural competency, expand their skill base in delivering culturally competent services, and identify behavioral changes that can contribute to a culturally competent work environment. The participants were asked to evaluate the training and serve as a focus group for the development and implementation of future trainings.

The senior management team (deputies, assistant deputies, and district administrators) experienced the training in March 2019 and recommended that it should be rolled out to all District staff.

The DIAC also assisted with an engagement under which the San Joaquin district participated in the E3: Educate, Empower, Employ Targeted Communities project (Project E3) conducted by the University of Illinois, Urbana-Champaign. The purpose of Project E3 is to provide technical assistance to State VR agencies and their partners, to address barriers to VR participation and competitive integrated employment of historically underserved groups of individuals with disabilities.

Project E3 activities include knowledge development; targeted community identification by State VR agencies; and intensive, targeted, and universal technical assistance (including information dissemination through their website, and National-State VR agency forums and meetings).

For the future, the Committee's goals are:

1. to provide diversity and inclusion training to all field staff;
2. develop awareness on the population that each district is serving;
3. develop reports that inform local leadership of their strengths and weaknesses in serving diverse populations;



4. build a model to serve unserved and underserved populations; and
5. share best practices between districts.

### 3. PERSONNEL STANDARDS

#### A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

The CDOR maintains adherence to the highest personnel standard that will ensure professional and paraprofessional staff are adequately trained and prepared for employment.

#### **CDOR Employees with Education and, or Certification Standards**

Candidates applying for all positions must meet California's personnel standards prior to appointment, including proof of possession of degree, certification, licensing, and registration requirements applicable for each position.

California standards identified in the state approved job specifications include certification, licensing, and registration requirements for the following job classifications: Senior Vocational Rehabilitation Counselor, Qualified Rehabilitation Professional (SVRC/QRP); Teacher, Orientation and Mobility for the Blind; Teacher, Orientation and Mobility for the Blind (Typing and Braille); Teacher, Home Economics; Counselor, Orientation Center for the Blind; Vocational Instructor (Culinary Arts or Computer and Related Technologies); Physician and Surgeon; Medical Consultant; Dental Consultant; Consulting Psychologist, Optometric Consultant and Work Incentive Planner classifications. These standards are detailed below:

#### SVRC/QRP

Possession of a Master's Degree in Rehabilitation Counseling from a recognized institution or:

- Possession of a Master's Degree or Doctorate Degree in a closely related field with successful completion of one graduate course with a primary focus on the Theories and Techniques of Counseling, or
- Possession of an active national certification as a Certified Rehabilitation Counselor.

#### Teacher, Orientation and Mobility for the Blind

Possession of a valid California Teaching credential authorizing the teaching of orientation and mobility to the visually disabled and either:

- Completion of an approved graduate curriculum leading to a Master of Arts degree in Orientation and Mobility Training. Candidates who are within six months of completing the required education will be admitted to the examination, but they will not be appointed until they have completed the curriculum. Or –
- Two years of experience working with the blind in training in mobility skills and physical conditioning (Completion of an approved training course in the orientation and mobility in a Veterans Administration Hospital may be substituted for up to one year of the required experience on the basis of one year of training for one year of experience.) and,

- Equivalent to graduation from college.

#### Teacher, Orientation Center for the Blind (Typing and Braille)

Possession of a valid California designated subject credential in Typing and Braille and either:

- Two years of experience teaching Typing and Braille. Or
- Four years of typing experience which must have included or been supplemented by experience or training in reading and writing Braille. and Education: Equivalent to graduation from college. (Additional qualifying experience may be substituted for not more than two years of the required education on a year-for-year basis.)

#### Teacher, Home Economics

Possession of a Secondary Credential with a major or minor in home economics.

#### Counselor, Orientation Center for the Blind

Equivalent to completion of two years of college, preferably including such courses as psychology, physiology, or mental hygiene. (Two years of experience teaching blind adults may be substituted for not more than two years of the required education on a year-for-year basis.)

#### Vocational Instructor (Culinary Arts or Computer and Related Technologies)

Credential: Possession of a valid California teaching credential which authorizes the holder to teach, on a full-time basis, a vocational course in the appropriate subject specialty or Industrial Arts subspecialty.

#### Physician and Surgeon

Possession of the legal requirements for the practice of medicine in California as determined by the California Board of Medical Quality Assurance or the California Board of Osteopathic Examiners.

#### Medical Consultant

Possession of legal requirements for the practice of medicine, as determined by the California Board of Medical Quality Assurance or the California Board of Osteopathic Examiners, in addition to one year of experience in the practice of medicine exclusive of internship. Applicants who are in the process of securing approval by the Board of Medical Quality Assurance or the California Board of Osteopathic Examiners will be admitted to the examination, but the Board to which the application is made must determine that all legal requirements have been met before candidate will be eligible for appointment.

#### Consulting Psychologist

Possession of a valid license as a Psychologist issued by the California Board of Psychology and possession of an earned Doctorate Degree in Psychology from an educational institution meeting the criteria of Section 2914 of the California Business and Professions Code. Unlicensed individuals who are recruited from outside the State of California and who qualify for licensure may take the examination and may be appointed for a maximum of two years at which time licensure shall have been obtained or the employment shall be terminated. Experience must include either:

- Two years of experience in the California state service performing clinical psychology duties equivalent to those of a Psychologist (Various Specialties), Psychologist (Health Facility) (Various Specialties), or Psychologist Clinical, Correctional Facility. Or,
- Three years of full-time postdoctoral, post-internship experience in the practice of psychology involving either training, research, consultation, or program planning in mental health services.

### Optometric Consultant

Possession of the legal requirements for the practice of optometry in California as determined by the California State Board of Optometry. Applicants who are in the process of securing approval of their qualifications by the State Board of Optometry will be admitted to the examination, but that Board must determine that all legal requirements have been met before candidates will be eligible for appointment. Experience must include two years of experience within the past five years as a practicing Optometrist. Experience as an Optometrist in the consultant function of a medical care program can be substituted on a year-for-year basis.

### Work Incentive Planner

The CDOR recruits Work Incentive Planners using the state civil service Staff Services Analyst Classification. After the CDOR Work Incentive Planners are hired, they participate in and complete the Cornell University Work Incentives Practitioner Credentialing training for certification.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

### **21st Century Understanding**

The WIOA describes the need for personnel to have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities. The CDOR's existing requirement for VR Counselors to have a Master's Degree in Rehabilitation Counseling supports this need. In addition, CDOR will offer the following training:

- 21st Century Labor Market (Job-Driven Economy)
- Building Effective Partnerships with America's Job Center of California
- Building Effective Partnerships with Employers
- Competitive Integrated Employment
- Customized Employment
- Medical Aspects of Disability
- Youth
- Business Engagement
- Capacity Building

## 4. STAFF DEVELOPMENT

A. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

### **System of staff development**

A system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

### **Staff Development**

The CDOR will provide training through three training tracks to professional and paraprofessional staff:

**Track 1: Onboarding Training** – provides CDOR employees with an introduction to the Department and how to function successfully within it. Key components include CDOR's mission, CDOR and VR history, and the rehabilitation process. Since 2018, ongoing onboarding trainings will be offered regularly throughout the year in various modalities

**Track 2: Academies** - Provides policy-based training for the VRSD team.

**Track 3: Continuing Education** – provides continuing education training on a range of current VR topics, including assistive technology. Trainings are provided on-demand for staff to utilize as needed. Training evaluations will be completed through a pre-assessment to both the participant and their manager to determine a baseline of learning. A course evaluation is completed immediately after the training is finished and at 30/60/90 days after the training for both the participant and their manager to determine the effectiveness of the training. A Training Needs Assessment is conducted every two years of CDOR employees to help guide information about the direction and need of continuing education for staff.

### **Training for Supervisory Staff**

In addition to the three training tracks, the State of California amended Government Code 19995.4 to mandate initial and biennial leadership and development training for Staff Services Manager I, or equivalent, and above.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

### **Acquisition and dissemination of significant knowledge**

Procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

The CDOR continues to routinely acquire and disseminate significant VR research.

- Topical webinars from VR leaders including the Research Technical Assistance Center, the National Center on Leadership for the Employment and Economic Advancement of People with Disabilities, and the Employment and Training Administration.
- CDOR Director's Quarterly Forum.

- Coordinates conferences and workshops for professional and paraprofessional that are applicable to current industry practices.

## 5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

California is a culturally diverse state and CDOR is committed to providing timely language services, as required. The Dymally–Alatorre Bilingual Services Act is a state law that ensures individuals seeking state government services whose primary language is not English are not precluded from receiving State of California Services because of language barriers. The CDOR has a Bilingual Services Program that ensures its services are effectively communicated to limited or non-English speaking individuals, as required by the Act.

To ensure effective communication with members of the public, including applicants and eligible individuals with disabilities, CDOR provides a variety of language services including, but not limited to, bilingual oral interpretation, bilingual written translation, and American Sign Language Interpreting. The CDOR translates a variety of written materials that communicate its services in the following languages: Spanish, Armenian, Cambodian, Chinese, Korean, Spanish, Tagalog, and Vietnamese.

Additionally, appropriate accommodations, such as Auxiliary aids and services are provided, where necessary and as required, to afford an individual with a disability an equal opportunity to participate in CDOR services. Auxiliary aids include services or devices such as qualified interpreters; assistive listening devices; real time, open, closed captioning; teletypewriters or Video Relay services; videotext displays; readers; taped texts; Braille materials; and large print materials.

In addition, the CDOR's Disability Access Services (DAS) provides training and technical assistance to ensure that individuals with disabilities have full and equal access in government services, public accommodations and employment opportunities for individuals with disabilities are achievable. The DAS provides internal and external partners with training and technical assistance to ensure that all digital and written materials intended to communicate with individuals with disabilities are accessible regardless of disability type.

## 6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

The CDOR and the California Department of Education have an established core series of trainings designed for CDOR and Local Educational Agency staff. These trainings are initiated by CDOR and local education agency cooperative program partners and include topics on VR-relevant subjects such as Employment Preparation, Job Development and Placement; Transition–Age Youth; Benefits Planning and Management; and Strategies for Veterans Entering and Reentry into the Civilian Workforce. Trainings are provided, as mutually requested by CDOR and the local education agency. Between July 2018 and June 2019, 18 trainings were provided. Between July 2019 and June 2020, it is estimated that approximately, 20 trainings will be provided, 9 have occurred between July and October 2019.

Additionally, CDOR provides cross-training to Local Educational Agencies with designated school district VRSD teams to inform and support educators on CDOR services and application processes. The California Department of Education provides the CDOR with informational material for CDOR staff on mandated secondary transition planning under the Individuals with Disabilities Education Act for students who have an Individualized Education Program.

## J. STATEWIDE ASSESSMENT

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

The CDOR jointly conducts a triennial comprehensive statewide assessment (CSA) with the State Rehabilitation Council (SRC) to determine the VR needs of individuals with disabilities in California.

Comprehensive Statewide Needs Assessment Methodology

The purpose of the CSA is to assess the needs of Californians with disabilities identify barriers to employment and service needs. Over the 2018-2020 triennial cycle of the CSA, the five federally required areas of assessment will be conducted by cumulative qualitative and quantitative data research methods. The five areas of assessment will be to determine the rehabilitation needs of:

- Individuals with most significant disabilities and their need for supported employment services.
- Individuals who are minorities and individuals who are unserved or underserved by CDOR.
- Individuals who have been served through other components of the statewide workforce development system.
- Youth with disabilities and students with disabilities, including their need for transition services or pre-employment transition services.
- And, an assessment of the need to establish, develop, or improve community rehabilitation programs in California.

This update will introduce the initial data collected as of June 2019 for each required area of assessment and the planned areas for further research to be included in the final draft of the CSA. The needs assessment will utilize quantitative data research consisting of internal VR caseload data and external sources such as U.S. Census survey data. Qualitative data will also be used to assess areas of need and may include focus groups, key informant interviews, surveys, and telephone interviews. The qualitative component plan has been established and will be conducted beginning in the Fall of 2019 through the Spring 2020.

This update lays the groundwork for the final CSA report which will include completed research data, analysis and recommendations for each of the five required areas of assessment.

**Individuals with the Most Significant Disabilities:**

Individuals with the most significant disabilities may receive Supported Employment (SE) services for the ongoing support necessary to maintain employment in an integrated setting. Per CDOR policy, individuals with the most significant disabilities (Priority Category 1) are eligible to receive SE services. Preliminary findings of CDOR caseload data indicate the following for individuals who are most significantly disabled and/or have received any SE service:

- Individuals with the most significant disabilities (Priority 1), make up 99% of CDOR consumers who receive SE services.
- Individuals with the most significant disabilities (Priority 1) are on average, 31% of CDOR's total consumer caseload. Over the past 4 program years, the number of Priority 1 consumers declined 7%. This is in contrast with a 10% *increase* in total CDOR consumers. The decline of Priority 1 consumers may be attributed to changes in federal regulations surrounding competitive integrated employment in an integrated setting. The CDOR no longer places consumers in subminimum wage employment and requires all job placements to be in integrated settings.

#### **CDOR Caseload: Individuals with the Most Significant Disabilities**

	Priority Category 1	Total CDOR Caseload	% of Total
PY 15-16	30,681	98,332	31%
PY 16-17	31,647	100,442	32%
PY 17-18	33,121	101,750	33%
PY 18-19	31,853	108,916	29%

- The average total of consumers within priority category 1 was approximately 32,000 across four program years.
- The average percentage of consumers within priority category 1 was 31% across four program years.
- The average number of consumers who receive Supported Employment services annually is approximately 3,500.
- Overall, consumers who received any type of service related to Supported Employment decreased 11% over a span of 4 program years.
- Of CDOR consumers who received Supported Employment services over the past 4 program years (PY), 85% of SE services were individual services and 15% were provided in a group setting. In addition, over the past four years, Individual SE services rose by 24%, while Group SE services fell by 162%. As previously mentioned, the WIOA definition of competitive integrated employment may be causing the shift from group SE to individual SE placements.

#### **CDOR Caseload: Consumers who received Individual or Group SE Services**

	Individual	Group	Grand Total
PY 15-16	2,588	1,237	3,825
PY 16-17	2,896	412	3,308
PY 17-18	3,174	272	3,446
PY 18-19	3,289	128	3,417

- The average total of consumers receiving Individual SE services was approximately 3,000 across four program years.
- The average total of consumers receiving Group Se services was approximately 500 across four program years.
- CDOR Supported Employment consumers by geographic location: Areas with the lowest number of CDOR consumers who receive Supported Employment services may exist within counties considered rural based on rural definitions of the Economic Research Service Rural-Urban Commuting Areas (RUCA). The counties are:
  - Amador
  - Butte
  - El Dorado
  - Calaveras
  - Tuolumne

Future research will include gathering feedback from Supported Employment partners in rural areas to expand on the needs of individuals with the most significant disabilities.

Individuals with the Most Significant Disabilities by Disability Type: For the most recent program year 2018-19, demographic data by disability type for Priority 1 consumers indicate:

- Intellectual/Developmental disabilities represent 79% of Priority 1 consumers. Research will be conducted for inclusion in the final CSA for the purpose of gathering qualitative data from the Department of Developmental Services to better assess the needs of individuals with Intellectual/Developmental disabilities.
- All other disability types used by CDOR are less than 10% each and include:
  - Cognitive: 7%
  - Physical: 6%
  - Learning: 4%
  - Psychiatric: 2%
  - Traumatic Brain Injury: 1%
  - Deaf/Hard of Hearing: 1%
  - Blind/Visual: <1%

#### **CDOR Caseload: Supported Employment Consumers by Disability Type**

	PY 15-16	PY 16-17	PY 17-18	PY 18-19
Blind/Visual	6	5	6	8
Cognitive	276	214	186	232



	PY 15-16	PY 16-17	PY 17-18	PY 18-19
Deaf/Hard of Hearing	25	22	36	37
Intellectual/Developmental	2,967	2,621	2,808	2,699
Learning	196	142	115	118
Physical	216	188	190	219
Psychiatric	108	98	83	83
Traumatic Brain Injury	31	18	22	21

**Individuals with the Most Significant Disabilities by Ethnicity:** Underserved or unserved ethnic groups for people with the most significant disabilities may be identified by comparing data from the American Community Survey (ACS) with CDOR consumer demographic data. For PY 18-19, CDOR demographic data by ethnicity for Priority 1 consumers indicate:

- American Indian: <1%
- Pacific Islander: <1%
- Multi: 3%
- Asian: 8%
- African American: 12%
- Hispanic: 32%
- White: 45%

#### **CDOR Caseload: Supported Employment Consumers by Ethnicity**

	PY 15-16	PY 16-17	PY 17-18	PY 18-19
African American	504	426	422	404
American Indian	11	15	15	14
Asian	170	239	261	257
Hispanic	1,231	1,042	1,090	1,080
Multi	87	94	114	100
Pacific Islander	85	11	16	15
White	1,737	1,481	1,523	1,538

ACS 5-year estimate demographic data for 2013-2017 for individuals who have reported a disability and reside in California:

- American Indian: 16.4%
- Native Hawaiian/Pacific Islander: 10.4%

- Two or more races: 9.3%
- Asian: 8.0%
- African American: 15.0%
- Hispanic: 8.1%
- White alone, not Hispanic or Latinx: 13.5%

Overall population estimates for Californians with disabilities using ACS data in comparison with CDOR consumer data indicates some ethnic groups may be underserved. African American, American Indian, Asian and Pacific Islander ethnic groups may be considered underserved based upon initial data with respect to overall population representation. Additional qualitative data will be gathered from key informants on unserved and underserved individuals with disabilities in the state and the analysis will be included in the final CSA set to be released in Fall 2020. It is important to note, Hispanic ethnicities are no longer considered underserved due to implementation of cultural engagement measures by CDOR, referenced in Description (o)(3).

Youth with the Most Significant Disabilities: Youth aged 14-24 made up 33% of the CDOR caseload for consumers with most significant disabilities. CDOR has made it a priority to provide services to youth with the most significant disabilities.

#### **CDOR Caseload: Supported Employment Consumers - Youth with Disabilities**

	Youth with Disability	Not a Youth with Disability	Grand Total
PY 15-16	1,209	2,616	3,825
PY 16-17	1,056	2,252	3,308
PY 17-18	1,089	2,357	3,446
PY 18-19	1,120	2,297	3,417

Findings: Disability data from the U.S. Census Bureau can be used to compare state population demographics with CDOR consumer demographics to indicate if a certain population is underserved. However, for individuals with a most significant disability, U.S. Census Bureau data for this specific population that is drilled down by ethnicity is unavailable. As the Census does not designate disabilities by degree and/or magnitude of disability as CDOR does, only the total population of people with general disabilities as defined by the Census within California can be used. Because the data is not similar, definitive comparisons cannot be made for Priority 1 consumers in this section but will be covered in section VI-VR j.1.B.

In response to the changes in SE, CDOR has placed an emphasis on ensuring individuals with the most significant disabilities, including those with intellectual and developmental disabilities, achieve competitive integrated employment. Priority one, goal three highlights this emphasis by identifying opportunities for partnership and systems alignment to increase competitive integrated employment for individuals with the most significant disabilities. Refer to Description (l)(1) for additional information on this goal.

Next Steps: Key Informant interviews will be conducted with individuals who represent a wide range of vocational rehabilitation and independent living-related constituencies. These potential key informants were selected by CDOR, in collaboration with the SRC. Key informants include but are not limited to: executive directors of VR service delivery-related agencies large and small, education partners, justice involved agencies, mental health clinicians, workforce

development system, independent living centers, Division of Apprenticeship Standards, American Indian VR agencies and members of the California Association of Social Rehabilitation Agencies.

Prior to initiating the key informant interviews, the CDOR presented the survey questions and obtained feedback from the SRC. Privacy measures were established to anonymize key informants, protect response integrity and to encourage free-flowing dialogue during the interview. Following the early planning phase of the project, a qualitative research method was developed by CDOR to ensure accuracy, clarity and the inclusion of evidence-based research techniques. Once the interviews are initiated, each potential key informant will receive an invitational email by CDOR that discloses the purpose, intent and importance of the federally mandated CSA and requests their support and participation.

Coding, comparison and memo-writing techniques will be used in the analysis of the qualitative data for the ultimate cohesion and consistency of narrative information. Coding and comparison will be utilized to disaggregate the data for the purpose of labelling. At the conclusion of this exercise, CDOR researchers agree on the final themes and share the final findings in the full CSA report set to be released in the Fall of 2020.

## **B. WHO ARE MINORITIES;**

Although each item is researched separately, for the purposes of brevity two areas of needs assessment will be combined into one section of this update. These items are:

- Individuals with disabilities who are minorities.
- Individuals with disabilities who have been unserved or underserved by the VR program.

### **California Population**

Projection by the Demographic Research Unit from the California Department of Finance indicates total estimated population of California at 38.9 million. Of this total, ACS 5-year estimates for 2013-2017 indicate 10.6% of Californians are reported to have some type of disability. In comparison with the greater U.S. population, 13.2% of all Americans are reported to have a disability.

For 2017, the ACS indicates the employment rate of working-age people with disabilities in California was 36%, versus 37% nationwide. People without disabilities were employed at greater rates: 77% nationally and 75% for California. The wage gap between working-age people with and without disabilities is significant. In 2017, the full-time/full-year (FTFY) median annual earnings of working-age people with disabilities was \$40,353. Conversely, people without disabilities out-earned people with disabilities by \$5,096 (\$45,449 median annual earnings). According to the 2018 Annual Report on People with Disabilities in America, the national poverty rate of individuals with disabilities (ages 18-64) was almost 30% in 2017. In contrast, the poverty rate of individuals without disabilities was estimated at 13%.

Ethnicities: Underserved or unserved populations within California may be identified by comparing data from the American Community Survey (ACS) and other survey sources with CDOR consumer demography. According to CDOR PY 2017-18 case records, consumers who report their ethnicity as Hispanic/Latinx represent 38.3% of CDOR's caseload followed by White (35.6%); African American (15.7%); Asian American (5.2%); American Indian (0.8%); and Pacific Islander (0.3%). During PY 2016-2017, consumers who reported their ethnicity as Hispanic/Latinx represented 36.8% of CDOR's caseload, followed by White (36.9%); African

American (16.8%); Asian American (4.9%); American Indian (0.8%); and Pacific Islander (0.3%).

Findings: According to the 2017 ACS for California, 8.2% of individuals with a disability identify as Hispanic/Latinx. The 2011-2014 CSA identified Hispanic/Latinx ethnicities as an underserved group. However, as a result of cultural outreach measures to Hispanic/Latinx communities, there has been a significant increase in representation of this ethnic group. The CDOR's most recent caseload data more accurately represents the California population and the Hispanic/Latinx is no longer considered underserved.

Additionally, CDOR's caseload data aligns with the 2013- 2017 ACS findings which identifies the ethnicities of Californians with disabilities as White alone, not Hispanic or Latinx (13.5%) and Black or African American (15%). American Indian/Alaskan Native, Asian (16.4%) and Native Hawaiian/Pacific Islander (10.4%) ethnic groups may be considered underserved based upon comparative data, and there may be a need for CDOR to continue increasing outreach efforts, information and referral on VR services.

Primary Disability Impairments: For PY 2017-18, CDOR caseload data identifies Psychiatric disabilities as the most commonly reported disability (25.7%); followed by Learning (19.7%); Physical (16.9%); Intellectual (13.0%); Cognitive (7.7%); Deaf (5.7%); Blind/Visual (4.7%); Traumatic Brain Injury (1.2%); and Not reported (5.4%).

During PY 2016-17, Psychiatric disabilities were the most commonly reported disability impairment (26.4%); followed by Learning (19.8%); Physical (17.9%); Intellectual (11.5%); Cognitive (8.2%); Deaf (6.0%); Blind/Visual (5.6%); Traumatic Brain Injury (1.26%); and Not Reported (3.3%).

Findings: In comparison, California population estimates by the 2017 ACS indicate the following proportions for non-institutionalized people with disabilities among all ages:

- 5.8% reported an Ambulatory Disability
- 5.2% reported an Independent Living Disability
- 4.3% reported a Cognitive Disability
- 3.0% reported a Hearing Disability
- 2.0% reported a Visual Disability

Cognitive disability was identified as the second-highest self-reported impairment with the highest reported disability type being Ambulatory as reported in the 2017 ACS. Participants of the Survey reported one or more disability, as appropriate, and may account for the differences between CDOR's caseload data and ACS data. Another important note is as with ethnicity, terms used by the Census to specify disabilities do not fully align with CDOR's disability categories. Furthermore, CDOR may conduct research into whether the disparity between CDOR caseload data and ACS data can be attributed to underserving of consumer populations or if there are other factors causing the disparity.

For both Blind/Visual and Hearing impairments, CDOR caseload indicates higher representation than the population estimates reflected in the ACS. In the light of the data reflected in the Census and in CDOR's consumer caseload, Blind/Visual and Hearing disabilities are not considered underserved.

Mental health-related impairments comprised the majority of CDOR's caseload for the past five program years and has placed emphasis on service delivery to this population by developing goal one under priority one to ensure consumers with behavioral health disabilities receive wraparound services and provide a continuum of care. Refer to Description (I)(1) for additional information on this goal.

Considering the disparity in disability representation between CDOR caseload data and ACS data, i CDOR caseload data for all disability types may be represented at significantly higher proportions than the disability categories indicated in the ACS estimates for California.

Self-care and Independent Living disabilities are categories that are not drawn out specifically in CDOR caseload data but could identify those with the most significant disabilities. Future research may involve consulting with Independent Living partners such as Independent Living Centers and Mental Health Cooperative Programs located throughout the state.

The 'Ambulatory' disability category used by the ACS to describe physical impairments related to mobility can only be compared to CDOR's closest disability category description of 'Physical'. Due to the differentiation in terms used to describe disability types, a comparison of CDOR's 'Physical' disability type cannot be directly made to the term used to describe physical disability of 'Ambulatory'. However, Physical disability is represented in significantly greater proportions for CDOR demography than what is indicated in the ACS's Ambulatory disability category.

Next Steps: Definitions used to describe disability by the ACS and CDOR do not readily align. The CDOR uses eight primary disability impairments in contrast with the five disability types used by the Census and there are limitations in disability descriptions reflected in the ACS. Due to the limitations in the level of detail used to describe different disabilities, there is a possibility that certain disability types may be underserved in reference to population estimates available in the ACS. As no direct comparison of ACS population estimates by disability can be made with CDOR consumer disability data, future research for inclusion in the final CSA may involve deeper analysis into which specific disabilities comprise each of the five disability types, then conducting a detailed comparison of the two datasets to assess areas of underserving among the disability types.

Educational Attainment: According to the 2017 ACS, the percentage of people with disabilities ages 25 and older living in California with only a high school diploma or equivalent was 24.8% and 12.5% for a Bachelor's degree.

In PY 2017-18, 17% of all CDOR consumers whose cases were closed attained a high school diploma or equivalent, followed by 1.8% having an Associate's degree or vocational/technical certificate or license, and 1.8% have a Bachelor's degree or higher.

Findings: Based on available ACS data, CDOR consumers are less likely to have the same level of postsecondary education when compared to individuals with disabilities statewide. The CDOR conducted research through a workgroup to assess outcomes of consumers receiving either college/university or business/vocational training services through the VR program. The workgroup was formed to identify opportunities for enhancing the efficacy of these training services. The following initial findings emerged as a result of the workgroup:

- College/University Vs. Business/Vocational Training: Explained in further detail in item VI-VR j.1.D, CDOR consumer data indicates a 13.4% difference in wages for those who opt for College/University training in lieu of vocational training, and an almost 31% difference in wages for those who have had college/university training versus no college or vocational training.

- Consumer Outcomes After Year Three of College/University or Vocational Training: The third-year consumers receive either university or business training appears to be a critical point in time. Attrition rates for consumers receiving this service indicate only about 25% of consumers who begin college and university reach the fourth year. Consumers receiving business/vocational training see an increase in their successful closure rates within the first year of service but experience a drop-in closure rates if these consumers have not found employment by the fourth year of receiving the service. The decline in closure rates go from mid-50% to high 30%.

Next Steps: As a result of the initial findings for CDOR consumers who receive college/university or business/vocational training, CDOR is exploring ways to increase the number of consumers that complete their college/university training and becoming employed. One such measure is to make it a priority to increase the quality of employment outcomes for consumers. The CDOR's first goal under priority one is to help consumers find a career track with upward mobility that offers sustainable and living wages. The CDOR will measure the progress at achieving this goal by increasing the number of consumers that attain credentials and have measurable skills gains. Refer to Description (I)(1) for additional information on this goal.

The final CSA will provide further analysis and considerations for consumers who receive college/university or vocational training.

Earnings: According to the 2017 ACS, the nationwide median annual earnings for people with disabilities working full-time/full-year employment and ages 18 to 64 years old is \$40,353. In comparison, people without disabilities earn \$45,449 annually.

CDOR caseload data indicates that in PY 2017-18, median annual earnings for people with disabilities whose cases were closed successfully was \$23,040, or \$12.00 per hour. In the previous 2016-17 PY, median annual earnings for consumers whose cases were closed successfully was \$21,120, or \$11.00 per hour. Data indicates CDOR consumer median wage attainment is at or slightly above California's minimum hourly wage of \$11.00 for employers with 25 or less employees to \$12.00 for employers with 26 or more employees per hour as of 2019.

Findings: The ACS findings on the annual earnings of individuals with disabilities and CDOR consumer caseload data indicates a wage gap. Using the 2017 data, CDOR consumers earn \$17,313 per year less than the annual earnings for people with disabilities reported by the ACS. To this end, CDOR has made increasing the quality and quantity of employment outcomes for consumers its first priority for the 2020-2024 State Plan, with the first goal being to increase wages and the second goal to increase successful employment outcomes. The CDOR continues to seek opportunities to better serve individuals with disabilities by increasing partnerships with local businesses to develop or expand work experience, internships and employment prospects.

Disability Type and Wage: CDOR caseload data indicates a correlation between disability type and wage. For SFY 2017-18, median hourly wage attainment by disability type indicates consumers with blind/visual impairments earn the highest wages on average, compared to all other disabilities:

- Blind/Visual: \$22.49
- Physical: \$16.56
- Deaf/Hard of Hearing: \$15.94

- Psychiatric: \$15.42
- Traumatic Brain Injury: \$14.80
- Cognitive: \$13.00
- Learning: \$12.17
- Intellectual/Developmental: \$12.00

Next Steps: The CDOR will explore ways to increase wages for all consumers, including those with the most significant barriers to employment, and places an emphasis on this in priority one, goal two to increase consumer wages during the next four program years. Refer to Description (I)(1) for additional information on this goal.

#### C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

Refer to the response for Description J – (specifically (j)(1)(B)).

#### D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

California Job Sector Climate: Targeting the employment needs of CDOR consumers can be accomplished by utilizing labor market information data. Generally, unemployment rates differ across several regions of the State, due to various economic microclimates present in diverse regions with numerous industries. Regional unemployment rates ranged from a low of 2.6% in the Bay-Peninsula region to a high of 7.3% in San Joaquin Valley in August 2018. To illustrate the difference in wages across California regions, median hourly wage for CDOR consumers whose cases have closed successfully was \$14.00 in the CDOR San Francisco in PY 2017-18. In contrast, median hourly wage was \$11.00 for consumers in the Mojave Desert region of the CDOR Inland Empire district during the same time period. This may be due in part to the higher local minimum wage in San Francisco than in the Inland Empire region.

#### Disability and Job Industry

Across the United States, workers with a disability were more likely to be employed in service occupations than those with no disability; 20% compared to 17%. People with disabilities were also more likely to work in production, transportation and material moving occupations (14% compared to 12%) and are also less likely to work in management and professional occupations compared to those without a disability; 34% compared to 40%.

CDOR caseload data indicates congruence with national data for individuals with disabilities being more likely to work in certain occupations than those without disabilities. CDOR consumers whose cases have closed successfully are represented in the following occupational categories for PY 2017-18:

- 25% employed in Clerical and Administrative Support.
- 18% employed in Production, Construction, Operating, Maintenance and Material Handling.
- 17% employed in Service Occupations.

#### Educational Attainment and Earnings Potential:

Compared to people without disabilities, people with disabilities are less likely to attain a bachelor's degree or higher. CDOR caseload data points toward higher successful outcomes for

those who received career/vocational training as a part of their IPE in lieu of those who received college/university training.

**Findings:** CDOR consumers who received vocational training are more likely to achieve successful case closures than those who receive college/university training. Successful case closure rates for those who received vocational training were almost 40% compared to those who went the college/university path at 34%. This initial finding is contrasted by wage attainment for both categories of consumers. While vocationally trained consumers tend to achieve higher rates of successful outcomes than college-trained consumers, consumers who choose the college/university training path earn higher median wages.

- Vocational training median hourly wage: \$13.11
- College/university median hourly wage: \$15.00
- No college OR vocational training: \$11.00

- **Next Steps:** In addition to the areas previously outlined in this section, CDOR will continue to gather and analyze data and present recommendations on the needs of individuals with disabilities served through other components of the workforce development system. Labor market information regarding employment rates and projected growth industries by California region will also be assessed for inclusion in the final 2018-2020 CSA. This research will help to identify careers with higher income potential, their relative projected demand and growth; mapped to CDOR districts throughout the state. Another use of labor market information for assessing the needs of individuals with disabilities will include a survey of the fastest job growth sectors. The CDOR will connect with local workforce development boards to gain feedback on the service gaps, needs and barriers to employment for people with disabilities.

The CDOR recognizes the importance of aligning training with business sector needs and developed goals one and two under priority two, Services to Businesses, to emphasize the significance. Refer to Description (I)(1) for additional information on these goals.

#### **E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.**

The CDOR will initiate qualitative research methods starting in Spring of 2020 for the purposes of gathering data to identify the service needs of students with disabilities, and the extent these services are coordinated with transition services.

Initial findings for identifying the needs of youth and students with disabilities and their need for transition services and pre-employment services will be outlined in this section.

#### **Special Education- High School Diploma Attainment (Nationwide)**

The most recent data (school year 2016-17) available from the U.S. Department of Education's Office of Special Education Program indicates areas of potential service gaps for youth and students with disabilities. For the purposes of the following data, both youth who may no longer be enrolled in school and students who are enrolled in school are included in this initial analysis. 71% of 14 to 21-year-old students served under the Individuals with Disabilities Education Act (IDEA) received their high school diploma, and 10% received alternative



certificates. In contrast, 17% dropped out of school and 1% 'aged-out' without ever receiving their regular high school diplomas in the 2016-2017 school year.

**Special Education- High School Diploma Attainment by Disability:** Among students (ages 14 to 22) receiving education through IDEA nationally, the proportion of students who graduated with a regular high school diploma, received an alternative certificate, and dropped out also differed by type of disability for the 2016-17 school year.

For example, 85% of students with speech/language impairments received their high school diploma. On the other hand, attainment of a high school diploma was lowest for students with intellectual disabilities at 43%. Students with intellectual disabilities were also the highest to receive alternative certificates at 35%. The percentage of exiting students who dropped out in 2016-17 was highest for those with emotional disturbances at 35%, and lowest for students with deaf-blindness at 5%.

**Special Education- High School Diploma Attainment by Ethnicity:**

For the 2016-17 school year, secondary education (IDEA) participation rates differed by race/ethnicity. The percentage of exiting students who graduated with a regular high school diploma was highest for Asian students at 76%, followed by White students (74%); Hispanic students (70%); Pacific Islander students (69%); American Indian/Alaska Native (68%); and Two or more race students (68%). The lowest graduation rates were among Black students at 64%. Low high school diploma rates for Black students are contrasted by this group having the highest attainment of alternative certificates at 14%. Of all ethnic groups, data indicates American Indian/Alaskan Native students are the most in danger of being underserved, with 27% of this group dropping out of school. Asian students had the lowest drop-out rate of 8%.

**California Department of Education (CDE) - Special Education Enrollment by Disability:** CDE provides special education services to youth and students with disabilities from infancy to 22 years old, and the age range utilized by CDE will differ from those used by CDOR for youth and student service provision. Noting this difference, for the 2017-18 school year CDE special education enrollment indicates Specific Learning Disabilities was the highest disability at 51.4%; Other Health Impairment (14.7%); Autism (12.3%); Intellectual (8.1%); Emotional Disturbance (5.7%); Speech/Language (2.7%); Orthopedic (1.6%); Hard of Hearing (1.1%); Multiple Disability (1.1%); Deaf (0.5%), Visual (0.5%), and Traumatic Brain Injury (0.3%).

**CDE Special Education Enrollment by Ethnicity:** CDE special education enrollment for 2017-18 (ages 14-22) indicates Hispanic as the highest ethnic group enrolled in special education in the state at 56%, followed by White (24.4%); African American (9.9%); Asian (5.5%); Multi-race (3.0%); Native American (0.9%); Pacific Islander (0.4%).

### **CDOR Caseload and CDE Comparison for Students with Disabilities**

CDOR caseload and CDE student representation generally aligns for both disability type and ethnicity. It is important to note, age ranges, ethnicity and disability type definition for students and youth with disabilities differ between the two agencies. Due to the difference in classifications, any direct comparisons will only be estimates. Also, the age range served through IDEA (14-22 years old) is wider than the student age range used by CDOR (16-21 years old), therefore percentages for ethnicity and disability type will appear upwardly biased. However, it is still useful to compare CDOR and CDE data to identify potentially underserved youth/student groups.

For PY 2017-18, students with disabilities (ages 16 to 21) comprised 16% of total consumers served by CDOR. Consumers designated as a 'Student with a Disability' and within the 16 to 21-year-old age range accounted for 24% of all new applications for services.

#### CDOR Caseload and CDE Comparison for Students with Disabilities- Ethnicity:

Students who identified as Native American or American Indian were closely congruent in representation for both CDE and CDOR and is a characteristically underserved population in California:

- CDE: 0.9%
- CDOR: 0.7%
- ACS: There is no specific disability data for this ethnicity and age range, however California's statewide population of all people who identify American Indian alone total 0.8%. More data is needed for this disability group as population estimates may be even smaller when disaggregating by age and disability type.

Students with disabilities who identified as Asian had similar representation for CDE and CDOR:

- CDE: 5.5%
- CDOR: 5.0%

Students who identified as Pacific Islander were represented almost equally for both CDE and CDOR:

- CDE: 0.4%
- CDOR: 0.3%

Multi-ethnic students with disabilities also were represented equally for CDOR and CDE:

- CDE: 3.0%
- CDOR: 3.0%

Hispanic students with disabilities were represented in higher proportions for CDE than CDOR:

- CDE: 56.0%
- CDOR: 50.8%

Students who identified as African American were represented almost equally by both CDE and CDOR:

- CDE: 9.9%
- CDOR: 9.3%

Students who identified as White were represented in higher proportions at CDOR than CDE:

- CDE: 24.4%
- CDOR: 29.3%

Potentially underrepresented students with disabilities may include Hispanic students. CDOR will continue to explore both internal and external available data sources. As CDOR increases

outreach efforts to students and their guardians through the implementation of WIOA, CDOR may include updates on these outreach measures to Pacific Islander, Hispanic, and African American ethnicities as potentially underserved groups in the final 2018-2020 CSA. Next steps may also include communicating with VR staff who serve as cultural liaisons in either a formal or informal capacity to gather more insight on the specific needs of underserved ethnicities.

#### Snapshot of Youth with Disabilities Served Through CDOR:

Youth with disabilities are those who are 14 to 24 years old and may or may not be enrolled in school due to various circumstances of the consumer. Out-of-school foster youth with disabilities may be at risk of being unserved or underserved for VR services due to the nature of displacement from family and the structured educational system. The CDOR is placing an emphasis on serving this population of individuals with disabilities in priority one, goal three to provide targeted supports to ensure the successful transition to employment and self-sufficiency for transition age foster youth.

#### Snapshot of Youth with Disabilities Served Through CDOR by Ethnicity:

Youth with disabilities (ages 14 to 24) on CDOR's consumer caseload indicate Hispanic as the highest proportion at 50.9%; White (29.1%); African American (10.9%); Asian (5.0%); Multi-race (3.1%); Not reported (1.1%); American Indian (0.7%); and Pacific Islander (0.3%).

#### Snapshot of Youth with Disabilities Served Through CDOR by Disability:

Youth with disabilities (ages 14 to 24) on CDOR's consumer caseload indicate Learning disabilities as the highest proportion at 37.3%; Intellectual (20.0%); Psychiatric (12.3%); Cognitive (9.6%); Physical (6.1%); Deaf (5.6%); Not reported (5.3%); Blind/Visual (3.3%); and Traumatic Brain Injury (0.7%).

#### Rehabilitation Needs, Including the Need for Pre-Employment Transition Services or Other Transition Services, of Students and Youth with Disabilities

The CDOR collaborates with CDE to determine the number of students with disabilities. In California, the number of students with disabilities is approximately 150,000. The CDOR is collaborating with the workforce development system to determine the number of dislocated youth no longer in the educational system.

Findings: For PY 2017-2018, youth with disabilities aged 14 to 24 years old made up almost a quarter of all total consumers served at CDOR, or 24%. Among youth with disabilities, 31% have attained successful outcomes in employment. Youth with disabilities also accounted for 20% of all new applications for services.

The ACS does not distinguish between students with disabilities who are enrolled in school and youth who may not be enrolled in school. Additionally, Census data compiled by the ACS for youth is limited to the age range of 16 to 20 years old but may provide an idea of potentially underserved populations among this age group. In 2017, the overall percentage of people with a disability ages 16 to 20 in California was 5.1%. Among the six types of disabilities identified in the ACS, the highest prevalence rate was for "Cognitive Disability" at 3.6%. The lowest prevalence rate was for "Hearing Disability" at 0.6%. ACS data for this age group is limited but in general, it appears consumers who comprise the 9 disability types used by CDOR are significantly above prevalence rates for all disability types reflected in Census data.

Next Steps: CDOR will analyze PY 2018-2019 program data once complete and validated for inclusion in the 2018-2020 CSA. When comparing CDOR's caseload data to the California

Department of Education, CDOR may be underserving Hispanic/Latinx youth and students with disabilities. There may also be a need to engage with whole families throughout the VR service delivery process for youth and students with disabilities that may experience cultural barriers to service. CDOR will continue identifying ways to enhance communication to consumers and their families that receive transition and pre-employment transition services.

In fulfillment of CDOR's goal to create statewide linkages which serve to provide information and referral to out of school youth with disabilities, the CDOR participated in the California Health and Human Services Agency's coordinated effort, "Trauma-Informed Systems of Care". This leadership workgroup partners with the Departments of Health Care Services, Social Services, Developmental Services, Education along with county and local partners and/or stakeholders. This partnership aims to better serve foster children and youth who are receiving services from multiple public programs at the county level. The CDOR will continue to work to ensure transition age foster youth are not underserved as indicated in priority one, goal three. Refer to Description (I)(1) for additional information on this goal.

## 2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

Community Rehabilitation Programs (CRPs) provide services to individuals with disabilities in support of their goal of employment, independence, and equality. CRPs may be independent for-profit or not-for-profit agencies, hospitals and medical rehabilitation centers and facilitate the delivery of VR services such as:

- Assessments/Evaluations
- Training
- Job-related services
- Support services

### Statewide Community Rehabilitation Program Availability:

Although the number of CRPs and CRP locations/facilities may vary throughout the year, recent data collected for the 2018 program year indicate there were approximately 245 CRPs who provided VR services to CDOR consumers at 445 locations throughout the state; an overall decrease of available CRP and CRP locations/facilities over time.

	PY 13/14	PY 14/15	PY 15/16	PY 16/17	PY 17/18
Consumers Receiving CRP Services	19,418	18,734	17,483	16,651	16,706
Total VR Consumers	102,853	100,099	98,332	100,442	99,845
% of VR Consumers Accessing CRP Fee-For-Service	18.88%	18.72%	17.78%	16.58%	16.73%

As indicated by the above table, it is estimated that 19% of consumers accessed CRP services in PY 2013-2014 and declined to 17% for PY 2017-2018. In addition to the number of consumers who access CRP services in decline, the number of physical locations (facilities) have dropped over the last ten years; from PY 2008 to PY 2017-2018. More specifically, the number of available CRP locations/facilities have dropped from 501 locations to 424 for the entire state.

**Findings and Next Steps:** Although county boundaries differ from CDOR district boundaries, data indicates a significant rural portion of the Central Valley is within the CDOR San Joaquin Valley district boundary. San Joaquin Valley district was identified as an area containing rural zones with either no CRPs or only one vendor with limited capacity. Rural areas within the counties contained inside the San Joaquin Valley district boundary may be considered unserved or underserved due to having populations of less than 50 thousand, with the average rural county containing populations of approximately 31,000.

The following rural counties within the San Joaquin Valley district boundary include:

1. Amador
2. Calaveras
3. Inyo
4. Mariposa
5. Mono
6. Tuolumne

The San Joaquin Valley District contains almost half, or 43%, of the 14 counties that are considered rural in California. A key aspect in identifying the need for the establishment of Community Rehabilitation Programs is that VR service availability is largely limited to urban counties within proximity of CDOR branch offices and the location of CRPs are often near CDOR branch/district offices. In 2018, approximately 245 CRPs provided VR services to DOR consumers at over 445 locations (facilities) across the state. Possible factors for the reduction of these service providers is the economic impact of increasing local and State minimum wage requirements, rising inflation rates, and the lack of a modern fee structure to absorb the aforementioned costs. CDOR has responded to the challenge of decreasing CRPs by modernizing the fees paid to CRPs and vendor partners.

CDOR requested and received, an annual budget augmentation beginning PY 2018-2019. This budget augmentation is aimed at helping to sustain the CRPs who provide vital services to CDOR consumers.

The CDOR is exploring alternative methodologies of service provisions utilizing technology, such as remote services, to ensure services are available throughout the state. In particular, ensuring services are available in areas where individuals have been identified as unserved and underserved. The CDOR's triennial CSA, finalized in Fall 2020, will include additional information about the needs of CRPs.

## **Conclusion**

This update serves to introduce the preliminary research conducted for the collection and initial findings of quantitative and qualitative data up to year two of the triennial cycle of the 2018-2020 Comprehensive Statewide Assessment (CSA). It also presents planned areas for research to be included in the final draft of the CSA including, but not limited to, focus groups, telephone interviews with key informants, and the analysis and findings of the prior year Consumer Satisfaction Surveys. An example of planned research for inclusion in the final draft of the 2018-2020 CSA are the key informant telephone interviews scheduled to begin in the Fall of 2019. The qualitative component will include valuable feedback from VR service-delivery providers in areas representing mental health, justice-involved individuals, out-of-school youth with disabilities, community rehabilitation programs, independent living centers, etc. In summary,

this update provides the preparatory framework for the future research to be published in the final draft of the 2018-2020 CSA.

**3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT**

Refer to Description J (1)(E) for information on the needs of individuals with disabilities for transition career services and pre-employment transition services.

**K. ANNUAL ESTIMATES**

**1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES**

Annual Estimates. The U.S. Census Bureau, 2017 American Community Survey 1-Year estimates that there are approximately 1,980,677 adults ages 18–64 with a disability residing in California. These individuals may qualify for VR services under Title IV. Based on the 2017 estimates, in 2021, California’s population is projected to be at 40,311,230, of which approximately 1,924,263 adults ages 18-64 have a disability. The CDOR serves all individuals with disabilities who qualify for services, regardless of age.

**2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:**

**A. THE VR PROGRAM;**

In FFY 2021, CDOR estimates it will provide a range of VR services to approximately 83,000 individuals with disabilities, who meet the Order of Selection Declaration (OOS), as identified in the response for Description (m) – Order of Selection. The CDOR estimates that 10,000 out of 83,000 are students with disabilities receiving CDOR Student Services. The CDOR also estimates providing Student Services to approximately 25,000 potentially eligible students with disabilities. Approximately 25,590 VR applications will be received from individuals with disabilities and the full range of VR services may be provided to all eligible individuals assigned to Priority Categories 1, 2 and 3 as of November 2, 2020.

**B. THE SUPPORTED EMPLOYMENT PROGRAM; AND**

Refer to the response for Description (n) – Goals and Plans for Distribution of Title VI Funds, specifically “During FFY 2020, CDOR anticipates 8,150 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 531 consumers will be funded from Title VI, Part B funds.”

During FFY 2021, CDOR anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 521 consumers will be funded from Title VI, Part B Funds.

During FFY 2022, CDOR anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.

During FFY 2023, CDOR anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.

During FFY 2024, anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title VI funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.

**C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.**

Refer to the Priority Category descriptions provided in Description (m)(1)(C) – Order of Selection. The table indicates the number of eligible individuals estimated to receive services under each priority category for FFY 2021.

<b>Priority Category</b>	<b>Estimated Number to be Served</b>
<b>Category 1: Individual With a Most Significant Disability</b>	29,368
<b>Category 2: Individual With a Significant Disability</b>	53,440
<b>Category 3: Individual With a Disability</b>	192
<b>Totals</b>	<b>83,000</b>
Other Individuals Served	Estimated Number to be Served
<b>Potentially Eligible Students with Disabilities</b>	25,000
<b>Individuals Served Grand Total</b>	<b>108,000</b>

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

**3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND**

**Number of Eligible Individuals Not Receiving VR Services**

Effective November 2, 2020, the full range of VR services may be provided to eligible individuals assigned to Priority Categories 1, 2 and 3, and there are no individuals assigned to priority category waiting lists.

As of October 31, 2019, there were 27 people on the waiting list that were in Priority Category 3. However, as of November 2, 2020, no individuals are assigned to a priority category waiting list and no individuals will be placed on a priority category waiting list since all three priority categories are fully open.

In FFY 2021, CDOR plans to serve all eligible individuals in Priority Category 1, 2, and 3.

**4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.**

The charts below include the estimated costs of services and number of individuals to be served for each priority category.

**FFY 2020 Estimates of Cost of Services for Consumers Served**

<b>Priority Category</b>	<b>Title I or Title VI</b>	<b>Estimated Funds</b>	<b>Estimated Number to be Served</b>	<b>Average Cost of Services</b>
<b>Category 1: Individual With a Most Significant Disability</b>	Title I	\$71,249,575	28,837	\$2,471
<b>Category 1: Individual With a Most Significant Disability</b>	Title VI	\$2,020,182	531*	\$3,804
<b>Category 2: Individual With a Significant Disability</b>	Title I	\$92,992,979	53,440	\$1,740
<b>Category 3: Individual With a Disability</b>	Title I	\$167,747	192	\$874
<b>Totals</b>		<b>\$166,430,483</b>	<b>83,000</b>	<b>\$2,005</b>

\*Consumers receiving Supported Employment services funded by Title VI may also receive services funded by Title I.

<b>Other Individuals Served</b>	<b>Title I or Title VI</b>	<b>Estimated Funds</b>	<b>Estimated Number to be Served</b>	<b>Average Cost of Services</b>
<b>Potentially Eligible Students with Disabilities</b>	Title I	\$19,912,517*	25,000	\$797
<b>Individuals Served Grand Total</b>		<b>\$186,343,000</b>	<b>108,000</b>	<b>\$1,725</b>

\*The estimated funds for potentially eligible students with disabilities includes only purchased services.

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

#### **FFY 2021 Estimates of Cost of Services for Consumers Served**

<b>Priority Category</b>	<b>Title I or Title VI</b>	<b>Estimated Funds</b>	<b>Estimated Number to be Served</b>	<b>Average Cost of Services</b>
<b>Category 1: Individual With a Most Significant Disability</b>	Title I	\$71,500,073	28,847	\$2,479
<b>Category 1: Individual With a Most Significant Disability</b>	Title VI	\$2,020,182	521*	\$3,878
<b>Category 2: Individual With a Significant Disability</b>	Title I	\$93,310,907	53,440	\$1,746
<b>Category 3: Individual With a Disability</b>	Title I	\$168,321	192	\$877
<b>Totals</b>		<b>\$166,999,483</b>	<b>83,000</b>	<b>\$2,012</b>



\*Consumers receiving Supported Employment services funded by Title VI may also receive services funded by Title I.

Other Individuals Served	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
<b>Potentially Eligible Students with Disabilities</b>	Title I	\$19,912,517*	25,000	\$797
<b>Individuals Served Grand Total</b>		<b>\$186,912,000</b>	<b>108,000</b>	<b>\$1,731</b>

\*The estimated funds for potentially eligible students with disabilities includes only purchased services.

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

#### FFY 2022 Estimates of Cost of Services for Consumers Served

Priority Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
<b>Category 1: Individual With a Most Significant Disability</b>	Title I	\$71,500,073	28,858	\$2,479
<b>Category 1: Individual With a Most Significant Disability</b>	Title VI	\$2,020,182	510*	\$3,878
<b>Category 2: Individual With a Significant Disability</b>	Title I	\$93,310,907	53,440	\$1,746
<b>Category 3: Individual With a Disability</b>	Title I	\$168,321	192	\$877
<b>Totals</b>		<b>\$166,999,483</b>	<b>83,000</b>	<b>\$2,012</b>

\*Consumers receiving Supported Employment services funded by Title VI may also receive services funded by Title I.

Other Individuals Served	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
<b>Potentially Eligible Students with Disabilities</b>	Title I	\$19,912,517*	25,000	\$797
<b>Individuals Served Grand Total</b>		<b>\$186,912,000</b>	<b>108,000</b>	<b>\$1,731</b>

\*The estimated funds for potentially eligible students with disabilities includes only purchased services.

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

### FFY 2023 Estimates of Cost of Services for Consumers Served

Priority Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
<b>Category 1: Individual With a Most Significant Disability</b>	Title I	\$71,500,073	28,858	\$2,479
<b>Category 1: Individual With a Most Significant Disability</b>	Title VI	\$2,020,182	510*	\$3,878
<b>Category 2: Individual With a Significant Disability</b>	Title I	\$93,310,907	53,440	\$1,746
<b>Category 3: Individual With a Disability</b>	Title I	\$168,321	192	\$877
<b>Totals</b>		<b>\$166,999,483</b>	<b>83,000</b>	<b>\$2,012</b>

\*Consumers receiving Supported Employment services funded by Title VI may also receive services funded by Title I.

Other Individuals Served	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
<b>Potentially Eligible Students</b>	Title I	\$19,912,517*	25,000	\$797
<b>Grand Total</b>		<b>\$186,912,000</b>	<b>108,000</b>	<b>\$1,731</b>

\*The estimated funds for potentially eligible students with disabilities includes only purchased services.

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

### FFY 2024 Estimates of Cost of Services for Consumers Served

Priority Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
<b>Category 1: Individual With a Most Significant Disability</b>	Title I	\$71,500,073	28,858	\$2,479
<b>Category 1: Individual With a Most Significant Disability</b>	Title VI	\$2,020,182	510*	\$3,878
<b>Category 2: Individual With a Significant Disability</b>	Title I	\$93,310,907	53,440	\$1,746
<b>Category 3: Individual With a Disability</b>	Title I	\$168,321	192	\$877
<b>Totals</b>		<b>\$166,999,483</b>	<b>83,000</b>	<b>\$2,012</b>

\*Consumers receiving Supported Employment services funded by Title VI may also receive services funded by Title I.

Other Individuals Served	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
<b>Potentially Eligible Students with Disabilities</b>	Title I	\$19,912,517*	25,000	\$797
<b>Individuals Served Grand Total</b>		<b>\$186,912,000</b>	<b>108,000</b>	<b>\$1,731</b>

\*The estimated funds for potentially eligible students with disabilities includes only purchased services.

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

## L. STATE GOALS AND PRIORITIES

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

### Goals and Priorities.

CDOR and the SRC jointly developed, reviewed, and agreed to the following State Plan Priorities and Goals.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

### Priority: Increasing the Quality & Quantity of Employment Outcomes

Goal: Provide effective VR services with quality IPE developments consistent with workforce needs that lead to a career track with upward mobility offering sustainable living wages.

Goal: Develop innovative approaches to support an increase in obtaining and sustaining employment for all consumers including those with the most significant barriers to employment.

Goal: Improve systems alignment, coordination, and integration with partners to create a pathway toward successful employment outcomes for Californians with disabilities, including individuals with the most significant disabilities, with priorities focusing on individuals with behavioral health disabilities (BH), students with disabilities, transition-age foster youth with disabilities, individuals with intellectual and developmental disabilities (ID/DD), and justice involved individuals with disabilities.

### Priority: Services to Businesses

Goal: Meet business talent needs by preparing consumers for in-demand jobs using local and regional labor market information.

Goal: Build a direct pathway between employers and workers with disabilities including developing innovative ways to engage businesses.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

The priorities and goals were based in part on the data obtained and analyzed in the first two years of the current Comprehensive Statewide Assessment (CSA). The data includes CDOR caseload, U.S. Census, and other external sources.

Wage and employment outcome data analyzed in the CSA highlighted CDOR's need to place additional emphasis on finding consumers jobs that offer sustainable, living wages with a career track. The data also presents the opportunity to uncover innovative ways to work with consumers to ensure they obtain and sustain their jobs. The data also supports better utilizing local and regional labor market information to inform consumer IPE's as indicated by the majority of CDOR consumers who obtain employment in the service industry and earn at or slightly above minimum wage. As a result, CDOR developed goals one and two under priority two "Services to Businesses."

The initial CSA findings also indicate CDOR consumers are less likely to have the same level of postsecondary education when compared to individuals with disabilities statewide. As such, the CDOR will track consumer credential attainment and measurable skills gain and implement strategies to increase both measures.

The CDOR's data analysis revealed that over the past five program years, a majority of the caseload are individuals with behavioral health disabilities. The CDOR recognizes this and developed goal three, under priority one "Increasing the Quality and Quantity of Employment Outcomes" to identify ways to provide a continuum of services to individuals with behavioral health disabilities.

The data analysis indicates CDOR provides supported employment services to approximately 3,500 consumers each year. Therefore, CDOR has placed an emphasis on ensuring individuals with the most significant disabilities, including those with intellectual and developmental disabilities, achieve competitive integrated employment. Goal three under priority one "Increasing the Quality and Quantity of Employment Outcomes" identifies opportunities for partnership and systems alignment to increase competitive integrated employment for individuals with the most significant disabilities.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

The CDOR is currently establishing baseline indicators for the performance accountability measures and used the baseline data for the measurable skill gains performance measure to inform the development of the priorities and goals for the 2020-2024 VR Services Portion of the Unified State Plan. In particular, one objective under priority one, goal one aims to increase measurable skill gains for consumers by 15% from the baseline. The CDOR convened a data integrity workgroup and used data from the workgroup to validate if the objective was achievable and determined expected rates based off the data.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

Refer to the response for description for the Goals and Priorities, specifically (I)(3)(A).

The SRC and CDOR jointly developed and agreed to the 2020 – 2024 State Plan priorities and goals. The SRC supports the two priorities and five goals within the 2020 – 2024 State Plan.

The SRC encourages the CDOR to consider the significance of and need for cultural competency in the provision of VR services to youth, students and adults with disabilities. The CDOR acknowledges this consideration and used it to inform the objectives and strategies for priority one, goal three pertaining to improving systems alignment, coordination, and integration. Furthermore, the SRC suggests CDOR explore the benefits of increasing the variety and supply of potential employers, including small businesses. This suggestion is captured in goals one and two in priority two “Services to Businesses”.

#### **M. ORDER OF SELECTION**

##### **1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:**

##### **A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES**

#### **Description of Priority Categories**

Under the Order of Selection process, California has three priority categories in the following order: Priority Category 1, Individual With A Most Significant Disability; Priority Category 2, Individual With A Significant Disability; and Priority Category 3, Individual With a Disability. The CDOR will serve all individuals with most significant disabilities first, and once all individuals with most significant disabilities have been served, CDOR will serve individuals with significant disabilities, and once individuals with significant disabilities have been served, CDOR will serve all individuals with a disability. The CDOR plans to continue the implementation of an Order of Selection in FFY 2021, FFY 2022, and FFY 2023.

After an individual is found eligible for VR services, the VR Counselor evaluates the functional limitations, anticipated services needed, and the duration of the services to identify the level of significance of disability. Factors that cannot be used in determining the Level of Significance of Disability of eligible individuals include: residency, type of disability, age, race, color, or national origin, referral source, type of expected employment outcome, need for or anticipated cost of specific VR services required for an individual’s plan for employment, nor an individual’s or family’s income level. The Level of Significance of Disability is used to determine the applicable Order of Selection priority category.

##### **B. THE JUSTIFICATION FOR THE ORDER**

Since 1995, CDOR has operated the VR program under a Declaration of Order of Selection due to inadequate resources to provide VR services to all individuals with disabilities in California. Annually, CDOR reviews projected resources and projected costs for each state fiscal year, which starts July 1 and ends June 30, as provided by California Code of Regulations, title 9, section 7052(a), and determines whether the projected resources continue to be inadequate to meet all the projected costs for state fiscal year. If projected resources remain inadequate to provide VR services to all individuals with disabilities in California, a new Order of Selection is issued, before June 30, informing the public that projected resources are not adequate to serve all eligible individuals, and lists the priority categories which can be served during the next state fiscal year.

### **Priority Category 1: Individual With A Most Significant Disability**

An individual with a disability who has a serious limitation in terms of employment in at least four functional capacity areas; is expected to require multiple VR services over an extended period of time (more than six months); and has one or more physical or mental disabilities.

### **Priority Category 2: Individual With A Significant Disability**

An individual who the Social Security Administration has determined is eligible for Social Security benefits as a result of a disability or blindness; or, an individual who meets the following three criteria: has a serious limitation in terms of employment in at least one functional capacity area; is expected to require multiple VR services over an extended period of time (more than six months); and has one or more physical or mental disabilities resulting from another disability or a combination of disabilities as determined by the basis of an assessment for determining eligibility and VR needs to cause comparable substantial functional limitation in accordance with 34 C.F.R. 361.5(c)(30(iii)).

### **Priority Category 3: Individual With a Disability**

An individual with a disability who has at least one limitation in terms of employment in any functional capacity area; and, is not expected to require multiple VR services over an extended period of time.

## **C. THE SERVICE AND OUTCOME GOALS**

During FFY 2021, CDOR estimates it will serve approximately 83,000 individuals with disabilities who will meet the Order of Selection policy, including VR consumers receiving Student Services who are students with disabilities. The total spending for all consumers served in FFY 2021 is estimated at \$166,999,483. The CDOR estimates 12,081 individuals will be Closed-Rehabilitated, of which 4,408 will be in Priority Category 1, 7,653 will be in Priority Category 2, and 20 will be in Priority Category 3. The CDOR currently does not track students with disabilities who may have acquired employment.

### **FFY 2021 Estimated Service Numbers and Outcome Goals**

<b>Priority Category</b>	<b>Number Served</b>	<b>Closed - Rehabilitated</b>	<b>Closed - Other</b>	<b>Months In Plan To Closure</b>	<b>Cost of Services</b>
1	29,368	4,408	6,029	24	\$73,520,255
2	53,440	7,653	12,719	26	\$93,310,907
3	192	20	51	25	\$168,321
<b>Total</b>	<b>83,000</b>	<b>12,081</b>	<b>18,799</b>	<b>25</b>	<b>\$166,999,483</b>

Other Individuals Served	Number Served	Closed - Rehabilitated	Closed- Other	Months In Plan To Closure	Cost of Services
<b>Potentially Eligible Students with Disabilities</b>	25,000	-	6,250	6	\$19,912,517
<b>Individuals Served Grand Total</b>	<b>108,000</b>	<b>12,081</b>	<b>25,049</b>	<b>20</b>	<b>\$186,912,000</b>

Data Source: CDOR's Budgets, Fiscal Forecasting and Research Section

**D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND**

Refer to the table in the response for the Order of Selection, specifically description (m)(1)(c).

**E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES**

**Priority of Order of Selection Categories**

The CDOR formally notifies all VR program applicants of their Order of Selection Priority Category in writing. Currently, the full range of VR services may be provided to all eligible individuals assigned to Priority Categories 1, 2 and 3 (effective November 2, 2020). No individuals remain on a waiting list in any of the three priority categories. When CDOR is implementing an order of selection and there are priority category waiting lists, all individuals with the most significant disabilities assigned to Priority Category 1 are served first by date of application, before individuals assigned to the next priority category can be served. Once CDOR has served all individuals in the first priority category, then it can begin to serve individuals assigned to the second priority category. Once all the individuals assigned to the second priority category have been served by application date, then CDOR can begin serving all of those individuals assigned to the third priority category by application date. When CDOR is serving individuals assigned to priority category waiting lists, individuals are selected for services based on their priority category (e.g., priority category 1 (first), 2 (second), and 3 (third), and date of application).

**2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT**

At this time, CDOR has elected to not alter the existing Order of Selection policy to allow provision of services to eligible individuals, whether or not receiving VR services, who require specific services or equipment to maintain employment.

**N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS**

**1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES**

The CDOR's goal for Title VI, Part B funds is identified in the response for Description (I) – State Goals and Priorities under the priority "Increasing the Quality and Quantity of Employment Outcomes" goal three.

The CDOR will utilize approximately \$2,020,182 in Title VI, Part B funds to provide supported employment services to eligible individuals with the most significant disabilities, prioritizing at least 50% of these funds for youth with the most significant disabilities.

- During FFY 2020, CDOR anticipates 8,150 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 531 consumers will be funded from Title VI, Part B funds.
- During FFY 2021, CDOR anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 521 consumers will be funded from Title VI, Part B Funds.
- During FFY 2022, CDOR anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.
- During FFY 2023, CDOR anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.
- During FFY 2024, CDOR anticipates 7,997 consumers will receive Supported Employment services under Title VI, Part B and Title I funds. Of this number, an estimated 510 consumers will be funded from Title VI, Part B Funds.

The CDOR is working closely with the California Department of Education (CDE) and the California Department of Developmental Services (DDS) on the Competitive Integrated Employment Blueprint. The overarching goal of the Blueprint is to increase employment outcomes for adults and youth with intellectual disabilities and developmental disabilities.

Key deliverables of the Blueprint include the following:

- Issuing joint written guidance from CDOR, CDE, and DDS to support interagency collaboration and coordination at the statewide level as well as local collaboration between the three core partners (CDOR districts, local educational agencies (LEAs), and 21 regional centers).
- Developing Local Partnership Agreements that address joint actions to support competitive integrated employment, including referral processes for Supported Employment. As of September 2019, 38 Local Partnership Agreements have been developed.

The CDOR will additionally make available services under section 603 to individuals with other disability types that need supported employment services, including those with behavioral health disabilities, traumatic brain injuries, and other most significant disabilities; and youth who need extended services that are not met under the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.).

The CDOR intends to achieve its supported employment goal through the following actions:

- Sustaining effective collaboration with core and extended CIE Blueprint partners through regular communication and in-person meetings.



- Applying best practices from CaPROMISE to emphasize family engagement and a strong commitment to person-centered planning by building partnerships with LEAs, regional centers and others who know the individual well.
- Coordinating with CDOR Districts to identify outreach strategies and procedures to unserved and underserved populations including minority groups, youth and students with disabilities, and individuals in rural areas who may be eligible for Supported Employment services.
- Exploring natural supports as a source for extended services.
- Expanding partnerships that support competitive integrated employment with California's developmental disabilities system.

The CDOR's collaboration efforts regarding supported employment services and extended services are identified in the response for Description (f) – Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

### **Collaboration with Schools Regarding Required Documentation Specified in Section 511 Regarding Career Exploration Activities for Individuals Considering Sub-Minimum Wage Employment**

The CDOR and CDE Interagency Agreement includes specific requirements related to individuals considering sub-minimum wage employment. Actions include, but are not limited to:

- Communication by CDE with local educational agencies, parents, guardians, teachers, and students about the Section 511 requirements.
- CDOR maintains the documentation and provides a copy to the individual within specified timelines under 34 CFR 397.
- The local educational agency documents any services provided and gives the documentation to the student and CDOR.
- If a youth with a disability or, as applicable, the youth's parent or guardian, refuses, through informed choice, to participate in the activities required by Section 511 or the implementing regulations in 34 CFR 397, documentation must, at a minimum:
  - Contain the information in 34 CFR 397.10(a)(2); and
  - Be provided by the CDOR to the youth within 10 calendar days of the youth's refusal to participate.
- The CDOR School Liaison meets with local educational agency partners at least annually and review Section 511 requirements within the statewide interagency agreement.

## **2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:**

### **A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND**

The Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.) is a primary funding source of extended services for individuals with intellectual and developmental disabilities in California, ages 22 and older.

The CDOR will provide extended services for youth with most significant disabilities for up to four years or until the youth is 25 years of age, whichever comes first, for those youth who are not eligible for extended services under the Lanterman Act. These may include DDS-eligible youth with intellectual and developmental disabilities ages 14 through 21, and youth with behavioral health disabilities, traumatic brain injuries, and other most significant disabilities, ages 14 through 24.

#### **B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.**

The DDS provides extended services through the Lanterman Developmental Disabilities Services Act (Welf. & Inst. Code, § 4500 et seq.),

The DDS also received state funding for paid internship programs for individuals with most significant disabilities and competitive integrated employment incentive payments to Community Rehabilitation Programs for job retention after six and 12 months of employment. The CDOR will work collaboratively with DDS to leverage these paid internship programs to afford students and adults with the most significant disabilities opportunities to obtain work experience and pre-vocational soft skills development.

#### **O. STATE'S STRATEGIES**

##### **1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES**

CDOR developed measurable objectives to support CDOR's achievement of the Priorities and Goals identified in the response for Description (I) – State Goals and Priorities. These program goals and objectives represent CDOR's approach to increasing the quality and quantity of employment outcomes for all individuals with disabilities, including those with significant barriers to employment, and services to businesses. Actions (referred to as "Strategies") to achieve the priorities, goals and objectives, consistent with the comprehensive statewide assessment, are identified below.

#### **Priority: Increasing the Quality & Quantity of Employment Outcomes**

**Goal 1:** Provide effective VR services with quality IPE developments consistent with workforce needs that lead to a career track with upward mobility offering sustainable living wages.

#### **Objectives:**

- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers that attain credentials by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of consumers that attain credentials in program year July 1, 2020, through June 30, 2021.
- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers that achieve measurable skills gains by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of consumers that achieve measurable skills gains in program year July 1, 2020, through June 30, 2021.
- From July 1, 2020, through June 30, 2024, CDOR will increase consumer wages at case closure by 40 percent from the baseline (an average of 10 percent each year). The baseline will be based on average hourly wages for consumers in program year July 1, 2019, through June 30, 2020.

**Strategies:**

- Identify accessible tools for career exploration and apply true labor market information (LMI) to guide IPE development and planning.
- Develop an inclusive vocational assessment process for staff to utilize toward developing IPEs.
- Identify and provide enhanced or expanded supports to remove employment barriers at the beginning of IPE development and throughout planning.

**Goal 2:** Develop innovative approaches to support an increase in obtaining and sustaining employment for all consumers including those with the most significant barriers to employment.

**Objectives:**

- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers in unsubsidized employment during the second quarter after program exit by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of consumers in unsubsidized employment during the second quarter after program exit in program year July 1, 2020, through June 30, 2021.
- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers in unsubsidized employment during the fourth quarter after program exit by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of consumers in unsubsidized employment during the fourth quarter after program exit in program year July 1, 2020, through June 30, 2021.

**Strategies:**

- Utilize technology improvements, innovative and new practices, and streamlined processes that support effective caseload management and enhance positive customer experiences.
- Identify workforce trends by applying labor market information and establish partnerships with businesses, career technical education (CTE) and apprenticeship programs, and other resources and supports to prepare individuals with disabilities for employment.
- Partner with local education agencies, post-secondary education and training programs, state and county-level programs and services, and community-based organizations to facilitate and develop wraparound supports that can help consumers maintain successful employment.

**Goal 3:** Improve systems alignment, coordination, and integration with partners to create a pathway toward successful employment outcomes for Californians with disabilities, including individuals with the most significant disabilities, with priorities focusing on individuals with behavioral health disabilities (BH), students with disabilities, transition-age foster youth with disabilities, individuals with intellectual and developmental disabilities (ID/DD), and justice involved individuals with disabilities.

**Objectives:**

- From July 1, 2020, through June 30, 2024, CDOR will decrease the number of cases closed other than successfully employed by 12 percent from the baseline (an average of 3 percent each year) for consumers who have BH disabilities. The baseline year will be based on case closure rates in program year July 1, 2019, through June 30, 2020.
- From July 1, 2020, through June 30, 2024, CDOR will increase the number of eligible and potentially eligible students with disabilities that receive work-based learning experiences by 20 percent from the baseline (an average of 5 percent each year). The baseline will be based on the number of students with disabilities that received work-based learning experiences in program year July 1, 2019, through June 30, 2020.
- From July 1, 2020, through June 30, 2024, CDOR will decrease the number of cases closed other than successfully employed by 12 percent from the baseline (an average of 3 percent each year) for consumers who are transition age foster youth. The baseline year will be based on case closure rates in program year July 1, 2019, through June 30, 2020.
- From July 1, 2021, through June 30, 2024, CDOR will increase the number of individuals with disabilities who leave subminimum wage (SMW) employment and apply for CDOR services to explore competitive integrated employment by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of individuals with disabilities that choose to leave SMW employment and apply for CDOR services to explore competitive integrated employment in program year July 1, 2020, through June 30, 2021.
- From July 1, 2021, through June 30, 2024, CDOR will increase the number of individuals with disabilities who choose to leave SMW employment and achieve competitive integrated employment at CDOR by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of individuals with disabilities who choose to leave SMW employment and achieve competitive integrated employment at CDOR in program year July 1, 2020, through June 30, 2021.
- From July 1, 2020, through June 30, 2024, CDOR will decrease the number of cases closed other than successfully employed by 12 percent from the baseline (an average of 3 percent each year) for justice involved consumers. The baseline year will be based on case closure rates for the program year July 1, 2019, through June 30, 2020.

## **Strategies**

- Partner with state, county and local-level partners to leverage resources that provide person-centered and whole-person wraparound services to bridge service gaps identified in the CSA.
- Partner with the AJCC's and Adult Education Title II, CDE to support program access for all individuals with disabilities, including individuals with disabilities who have behavioral health disabilities, students, transition-age foster youth, individuals with ID/DD, and justice involved.
- Launch the Individual Placement and Support (IPS) model or other new innovative projects in counties throughout the State.
- Complete Memorandums of Understanding (MOUs) or Interagency Agreements (IAs) with county and local BH programs to build and sustain effective collaboration.

- Complete MOUs or IAs with California's educational system at the local level to continue to build, expand, and sustain effective collaboration with educational partners.
- Engage with local county partners as they develop System of Care for Children and Youth MOUs with systems serving transition age foster youth, as required by Assembly Bill 2083 (Cooley, Statutes of 2018, Chapter 815) to build and sustain effective collaboration for transition-age foster youth.
- Expand partnerships that support competitive integrated employment with the California Developmental Disabilities System (California Department of Developmental Services, Regional Centers, Association of Regional Center Agencies, the State Council on Developmental Disabilities, *and University Centers for Excellence in Developmental Disabilities* Education, Research, and Service).
- Complete partnerships with systems serving justice involved individuals with disabilities, including the California Department of Corrections and Rehabilitation, the Corrections-Workforce Partnership, and the California Prison Industry Authority, to support the successful transition from prison to employment for individuals with disabilities.

#### **Priority: Services to Businesses**

**Goal 1:** Meet business talent needs by preparing consumers for in-demand jobs using local and regional labor market information.

#### **Objectives:**

- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers that obtain apprenticeships by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on the number of consumers that obtain apprenticeships in program year July 1, 2020, through June 30, 2021.
- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers that obtain paid work experience by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on number of consumers that obtain paid work experience in program year July 1, 2020, through June 30, 2021.
- From July 1, 2021, through June 30, 2024, CDOR will increase the number of consumers that are co-enrolled in AJCCs by 15 percent from the baseline (an average of 5 percent each year). The baseline year will be based on number of consumers that are co-enrolled in AJCCs in program year July 1, 2020, through June 30, 2021.

#### **Strategies:**

- Engage the workforce development system and the business community via effective outreach, relationship and partnership building. Maintain regular CDOR participation at each of the 14 Regional Planning Units and on each local workforce development board.
- Explore and inform DOR counselors and consumers of local opportunities to obtain non-degree credentials, including certificates, industry certifications, apprenticeship certificates, and occupational licenses with CTE, workforce, and businesses to build an inclusive and skilled future workforce.

- Emphasize and support increased earn-and-learn opportunities for consumers including on-the-job training (OJT), paid work experiences, internships, and apprenticeships with businesses.
- Identify and provide early interventions to address potential employment barriers, such as providing work incentive planning support, workplace readiness training, self-advocacy training and work-based learning opportunities

**Goal 2:** Build a direct pathway between employers and workers with disabilities including developing innovative ways to engage businesses.

**Objectives:**

- From July 1, 2020, through June 30, 2024, CDOR will increase the number of business relationships by 20 percent from the baseline (an average of 5 percent each year). The baseline year will be based on business relationships established in program year July 1, 2019, through June 30, 2020. Service to a business is when CDOR successfully employs a consumer at a new business.
- From July 1, 2020, through June 30, 2024, CDOR will provide at least 60 disability access, disability accommodations, or disability awareness trainings to businesses throughout the state.

**Strategies:**

- Each Regional Director or Regional Business Specialist will meet with local business leaders from identified in-demand sectors, as determined by their local Regional Planning Unit, to develop working partnerships or establish initiatives that support hiring and/or recruitment of individuals with disabilities.
- Access and utilize LMI, including, but not limited to, CalJOBS, World of Work Inventory, The Career Index Plus, Career Zone, and Careerinfo.net, to inform plans that help businesses meet their recruitment and talent needs.
- Inform business partners on hiring incentives and resources (e.g. Work Opportunity Tax Credit, Talent Acquisition Portal, Disability Awareness training, the Assistive Technology network, and CDOR Business Based Services) to support businesses employing, supporting, retaining and promoting qualified talent with disabilities.

## 2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

The Assistive Technology Act of 1998, as amended in 2004, funds each state and U.S. territory to provide Assistive Technology services. In California, the program is the Assistive Technology Unit, which is housed within CDOR and funded by a federal grant through the U.S. Department of Health and Human Services' Administration for Community Living and supplemented with state Social Security Reimbursement funds. To implement the required services, CDOR contracts with the California Foundation for Independent Living Centers to provide Assistive Technology services statewide to assist individuals with disabilities to live independently and participate in the community. In addition, CDOR funds a network of Assistive Technology Advocates housed at the 28 Independent Living Centers across the state to provide individualized Assistive Technology services at the local level. Through these activities, as detailed below, CDOR assures coordination with Assistive Technology programs.

The CDOR provides Assistive Technology services and devices for VR applicants and consumers based on their need at each stage of the rehabilitation process, from initial interview through case closure and post-employment services to help achieve their employment goal. Assistive Technology services include providing devices, equipment, hardware, and, or, software to promote greater independence. CDOR informs applicants and consumers about their rights and remedies for decisions made regarding Assistive Technology services and devices.

The CDOR's Mobility Evaluation Program (MEP) provides AT evaluations to CDOR consumers. CDOR VR Counselors initiate the request for this service by contacting MEP and discussing the case. MEP will determine if the requested evaluation based on the consumer's needs, availability of equipment for trial, expertise with the technology the consumer may need, and distance to the potential evaluation location will be provided to the consumer. Generally, MEP will travel to the consumer's home, work, or school site, or even meet the consumer at the equipment vendor's facilities so the consumer may trial a piece of equipment to assess problems in the environments in which they occur. A written report providing recommendations for assistive technology to solve specific performance problems, as well as price and availability information for the recommended items is sent to the VR counselor within a month after the consumer was last seen.

To educate VR Counselors, Service Coordinators, and Business Specialists about Assistive Technology options for applicants and consumers, CDOR offers a Rehabilitation Technology two-day training class at least once per year. This training includes reviewing the different types of assistive devices available to consumers, and where and how to obtain appropriate assessments and recommendations for these devices. A statewide CDOR Assistive Technology Services Coordinator is available to assist CDOR staff with technical assistance and guidance.

Through a statewide contract and Assistive Technology funds for the Independent Living Network, CDOR also provides Assistive Technology services through the California Assistive Technology Program, a statewide program federally funded through the Assistive Technology Act and supplemented with state Social Security Reimbursement funds. The California Assistive Technology Program provides services including:

- Device Loan Program: Short-term loans can be provided up to one month to qualifying individuals and can be renewed.
- Device Reutilization Program: A web-based program for individuals and organizations to list reused assistive technology devices to their communities at low or no cost.
- Assistive Technology and Transportation Loan Guarantee Program: An individual with a disability, family member, or legal guardian of a child with a disability, and an employer (only for the Assistive Technology Loan Program) can apply for a loan to purchase a vehicle, modifications for a vehicle, and Assistive Technology services and devices.

Individuals with disabilities can access CDOR's public website for information on Assistive Technology program resources and services. In January 2019, State of California agencies and departments transitioned from using the State Price Schedule for Assistive Technology (SPS-AT) to the new California Assistive Technology, Services and Devices (Cal-ATSD) Supplier Directory. The Cal-ATSD is a statewide change (not limited to vocational rehabilitation) that offers a streamlined supplier application, a user-friendly online directory, and expands the use of existing, flexible procurement methods available to all state buyers.

### **3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST**

## SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

Through the Comprehensive Statewide Assessment, as identified in Description (j) – Statewide Assessment, CDOR conducts an assessment on the level of its outreach to individuals with disabilities, including those who are minorities, with the most significant disabilities to determine who may be unserved or underserved by the VR program. As part of the current CSA, the CDOR will conduct key informant interviews with subject matters experts to obtain qualitative data about individuals with disabilities in California that are unserved or underserved by the VR Program. The results of the key informant interviews will be aggregated and analyzed, and the results will be shared in the final CSA report set to be released in Fall 2020.

As a result of the previous CSA findings, CDOR is participating in the E3: Educate, Empower, Employ Targeted Communities project (Project E3) to provide technical assistance (TA) to State VR agencies and their partners, to address barriers to VR participation and competitive integrated employment of historically underserved groups of individuals with disabilities. The project is a collaboration of Southern University Baton Rouge, University of Wisconsin-Madison, University of Wisconsin-Stout, University of Kentucky, George Washington University, University of Illinois at Urbana-Champaign, Employment Resources, Inc. (ERI) and the Council of State Administrators of Vocational Rehabilitation (CSAVR).

Intensive TA will be provided on-site through long-term service delivery relationships with local VR agency personnel and community-based partners in economically disadvantaged communities identified by the VR agencies themselves. Targeted and universal TA will also be provided.

Project E3 activities include knowledge development; targeted community identification by State VR agencies; and intensive, targeted, and universal technical assistance (including information dissemination via a state-of-the-art website, and National-State VR agency forums and meetings).

### **Diversity and Inclusion Advisory Committee**

The CDOR continues to support its Diversity and Inclusion Advisory Committee (DIAC) to conduct outreach to unserved and underserved individuals and consumers, and to diversify CDOR employee applicant pools to ensure a diverse workforce in order to meet consumer needs. The DIAC meets quarterly to identify outreach and diversity gaps and determine potential solutions for consideration by CDOR's Executive Leadership Team.

The DIAC developed a Cultural Competency Training, a diversity and inclusion training with a focus on disability awareness and cultural competency. The training will give staff an opportunity to develop foundational diversity and inclusion knowledge and demonstrate practical ways to implement inclusive behaviors into their work.

The training was piloted in the CDOR San Joaquin District in 2018 and used interactive activities, a multimedia presentation, and experiential learning opportunities to help increase their knowledge in the area of cultural competency, expand their skill base in delivering culturally competent services, and identify behavioral changes that can contribute to a culturally competent work environment. The participants were asked to evaluate the training and serve as a focus group for the development and implementation of future trainings. CDOR's senior management team experienced the training March 2019 and recommended that it should be rolled out to all CDOR district staff.



#### 4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

The CDOR has been working with CDE to expand the uppermost age range for a student with a disability to be ages 16 through 21, or upon matriculation from high school, whichever is later, for the purposes of the goals and objectives within the State Plan and the CDOR/CDE Interagency Agreement, and the provision of DOR Student Services. For potentially eligible or VR eligible students with disabilities who meet criteria in the California Education Code Section 56026 and who are receiving CDOR Student Services, CDOR will extend the timeframe for receiving services beyond the age of 22 based upon the student's birth month, but not beyond the point at which a secondary school student exits their special education program.

In addition to the CDOR/CDE Interagency Agreement and Appendix A, the CDOR developed three new resources: a Collaboration Worksheet, CDOR School Contact List, and a CDOR Student Services flyer. It aims to support the development of strategies that will work best in each LEA and CDOR district. Topics include but are not limited to referral to CDOR Student Services, student access, and other key processes - understanding that different areas will have different resources and needs.

The CDOR continues to meet with California's Special Education Local Planning Areas directors biannually to maintain communication between CDOR and students with disabilities.

On a regular basis, CDOR and CDE send out joint communication to staff to keep them apprised of the needs of students with disabilities.

The CDOR Director and CDE's Director of Special Education conduct joint speaking engagements to speak of the need to fully integrate education so that every student regardless of disability be mapped from the educational system to employment.

Most recently, CDOR has been working closely with LEAs for provision of services during COVID-19 through joint stakeholder calls and CDOR leadership connecting with all schools.

Refer to the "Systems Alignment, Coordination & Integration" priority, goal two objectives and strategies for additional information on the response for Description (o)(1) – State's Strategies.

#### 5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

The CDOR continues to implement plans to establish, develop, and improve Community Rehabilitation Programs (CRPs) that address the needs of consumers. Efforts continue to take place to identify improvements to CDOR program evaluation processes for CRPs. In California's State Fiscal Year 2019/20 Budget, approved by the Legislature and signed into law by Governor Newsom, includes funds to support the first broad fee-for-service rate increase for CRPs since the establishment of the Uniform Fee Structure in 2009. Effective July 1, 2019, a 10 percent rate increase was applied to 42 fee-for-service Vocational Rehabilitation services provided by CRPs. In addition to the 10 percent increase applied to the 42 VR services, six services that include wage components under Situational Assessment and Work Adjustment, will receive an additional \$4 per hour to compensate for the increase in the minimum wage. The hourly rate for both Situational Assessment and Work Adjustment includes wages paid to consumers. Supported Employment rates are expected to increase January 1, 2020.

In June 2018, CDOR established a new customized employment service description and rates to be piloted. The CDOR initiated pilot programs of the new service in July 2018 that continued through June 2019.

The new customized employment model includes a sequenced funding between the CDOR district and regional center, in which the regional center funds the first two components of the service (Discovery Process and Creating Discovery Document and Planning), and CDOR funds the last two components (Business Negotiation and Job Site Analysis and Systematic Instruction and Ongoing Supports). At the conclusion of the last component, and if the individual is stable on the job, they are transferred back to regional center who will fund additional supports as necessary.

All existing customized employment locations are now out of the "pilot" phase and CDOR is considering opportunities for expansion. The CDOR now has two customized employment programs in the Inland Empire districts with a total of 12 current participants and one customized employment site in San Diego with a total of six current participants. As of August 2019, the CDOR Customized Employment programs have led to the creation of three full-time positions for CDOR consumers including a sales associate, baker's assistant, and an Amazon Drone Delivery Associate. An additional 16 consumers are currently progressing through the customized employment process and further cohorts are expected to start in 2020.

The CDOR is working to identify additional customized employment sites statewide beginning with the highly rural Mendocino/Lake County area and potentially the East Bay Area.

The CDOR's Community Resources Development Section continues to update and use the Rehabilitation Resources Directory, an online resource on CDOR's website that provides users with complete information about CRPs throughout California. CDOR's Community Resources Development Section is updating the CRP Vendorization and Certification Guidelines with information on Pre-Employment Transition Services and Customized Employment WIOA services.

The CDOR continues to assess the viability of utilizing establishment projects and currently has no plans underway for any such projects.

#### 6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

Between October 1, 2018, and December 31, 2018, CDOR submitted its first annual WIOA Statewide and Local Performance Report (ETA 9169) to its federal oversight agency, the Rehabilitation Services Administration (RSA). This report aggregates data to match other WIOA core partner performance reports and educates the Congress on local performance and activities as they relate to the WIOA Performance Measures. The CDOR submitted its second performance report in October 2019 and concluded a two-year baseline for collecting and gathering baseline data for WIOA performance measures. The CDOR will begin working with RSA in 2020 to establish standards and target performance measures. Internally, CDOR is using the data collected to analyze internal processes for service delivery, data collection, and data sharing agreements to improve program successes. To achieve all of this, CDOR created an ongoing data integrity team, called the Enterprise Data Governance Board, to identify integrity issues and to propose and implement both technical and operational solutions. One activity of the Board is reviewing performance measures to ensure CDOR data validates the performance measures.

The CDOR continues to work diligently with its core partners, its consumers, and software providers to collect accurate and timely information for open and closed records of services.

### **WIOA Performance Measures**

The CDOR will utilize an updated Accessible Web-based Activity Reporting Environment (Aware) system to collect some of the data needed to calculate the WIOA performance measures and upgraded it to include portions of performance measures that were not previously part of CDOR's case management system, such as measurable skills gains. The CDOR recently established a Business Systems Governance Board and one of its functions is to identify sections in Aware that could improve data tracking and integrity, including the data collected for performance measures.

CDOR VR staff located throughout California will be collecting consumer data for the performance measures. To support the data collection, CDOR released three guidance circulars in April 2019 on performance measures. The guidance circulars cover the topics of Accurately Documenting and Reporting: Supplemental Wage Information, Measurable Skills Gains, and Credential Attainment. The guidance circulars provide the policy and procedure for documenting each performance measure and what information needs to be collected from participants and recorded in CDOR's case management system.

Wage data is currently (and will continue to be) collected through an Interagency Agreement with the California Employment Development Department. The CDOR is in the process of developing agreements with CDE to collect their data on consumers that attained credentials and had measurable skills gains. The goal of the agreement is the data is to improve data integrity and improve tracking of the two performance measures.

To improve the measurable skill gains performance, the CDOR will implement the following strategies in PY 2020 and 2021:

- Identify accessible tools for career exploration and apply true LMI to guide IPE development and planning.
- Develop an inclusive vocational assessment process for staff to utilize toward developing IPEs.
- Identify and provide enhanced or expanded supports to remove employment barriers at the beginning of IPE development and throughout planning.

### **Local Partnerships**

The CDOR has partnered and will continue to partner with the local Workforce Development Boards and America's Job Center of California (AJCCs). The CDOR and California Workforce Development Board will work jointly with the AJCC's to increase the number of CDOR consumers that are co-enrolled: enrolled in CDOR services and those services provided by the AJCC. The CDOR Central Office staff will provide support to the CDOR District management as they implement the priorities and strategies at the local level. The CDOR will also continue to coordinate with the California Workforce Development Board to update, as needed, local and regional level Memorandum of Understandings for the America's Job Center of California.

## **7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES**

The CDOR is providing intensive on-site regional training to workforce partners on topics that range from how to write accessible documents to disability awareness and etiquette. The CDOR

has scheduled 82 statewide trainings through 2019. The CDOR also provides information on accessible meeting spaces, client flow in America's Job Center of California, and technical assistance to CDOR District Administrators and Team Managers that sit on boards conducting accessibility reviews. The CDOR collaborates with the California Workforce Association in delivering training to the workforce development systems through the workforce development boards, regional planning units, and America's Job Center of California staff on disability rights and awareness, employment opportunities, and equal access for individuals with disabilities. Training opportunities will become available through the California Training Institute of the California Workforce Association which will provide flexibility for the California Workforce Development Board, regional planning units, and America Job Center of California to address any disability related training needs.

The CDOR provides training, technical assistance, and consultation to state and local government staff, public organizations, employers, and small businesses regarding disability related issues, equal employment opportunities, and physical and digital access for individuals with disabilities. The CDOR also collaborates with state entities to ensure that the communication and information technology infrastructure such as web, web content, information technology procurement, telecommunication, and any public or government communication is accessible for individuals with disabilities and others who use assistive technology.

### **California Department of Human Resources**

The CDOR is collaborating with the California Department of Human Resources, DDS, and two community programs – Futures Explored and East Bay Innovations – to develop a program designed to implement recent California legislation. The program (renamed the "State Internship Program") was piloted to determine effectiveness in preparing interns with intellectual and/or developmental disabilities for employment, most effective methods of preparing and supporting interns and the hiring agency, the process for placing interns on the Limited Examination and Appointment Program certification list, the process for payment to interns, and how to support a permanent civil service placement for them. For the pilot, the interns worked as volunteers in the hiring agency, performing the work of an Office Assistant, but were compensated for their work by the service provider who acted as the employer of record and provided on-the-job support. Wages for the intern were supported by funding from the DDS-Regional Center system. The CDOR funded services for the interns while they worked as an Office Assistant.

Nine interns were selected for the pilot and eight completed it. Of the eight, five were hired into State service – four were hired by the agency where they had worked, and one was recruited by another agency.

### **California Department of Education**

Refer to Description (f) under "California Initiatives".

### **Chancellor's Office of the California Community Colleges**

The California Community Colleges offer academic and vocational education at the lower division level for both younger and older students, including those persons returning to school. Students that may potentially benefit from VR services are referred to CDOR for eligibility determination and, if appropriate, services.

### **University of California (UC) Regents**

The UC provides services to students who are CDOR consumers with disabilities.

### **The California Association of Student Financial Aid Administrators**

The California Association of Student Financial Aid Administrators supports mutual students who are consumers with disabilities to achieve their educational goals leading to employment. Guidelines are established for joint financial support of CDOR student consumers in the California post-secondary education system.

### **Sycuan Inter-Tribal Vocational Rehabilitation Program**

The Sycuan Inter-Tribal Vocational Rehabilitation Program implements effective liaison, outreach, referral, and VR service delivery for Native American people with disabilities living on or near reservations in San Diego County.

### **California State University (CSU)**

The CSU campuses refer appropriate students to CDOR for eligibility determination and, if qualified for services, CDOR will refer appropriate consumers to the CSU as part of the consumer's Individualized Plan for Employment.

Refer to the "Systems Alignment, Coordination & Integration" goal, objectives, and strategies under priority one for additional information on the response for Description (o)(1) – State's Strategies.

## **8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:**

### **A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;**

The CDOR will conduct quarterly tracking of the progress toward meeting its priorities and goals as identified in Description (l) – State Goals and Priorities. In addition, CDOR continues to establish initiatives and continuous improvement efforts designed to improve service delivery, outreach, and administrative business operations.

In addition, refer to the response for description (o)(1), specifically – CDOR developed measurable objectives to support CDOR's achievement of the Priorities and Goals identified in the response for Description (l) – State Goals and Priorities. These program goals and objectives represent CDOR's approach to increasing the quality and quantity of employment outcomes, including those individuals with disabilities who are unserved or underserved by CDOR, and services to businesses to ensure CDOR and businesses have a mutually beneficial relationship. Actions (referred to as "Strategies") to achieve the priorities, goals and objectives, consistent with the comprehensive statewide assessment, are identified below.

Part of the CSA will include conducting key informant interviews to further assess the unserved and underserved populations of individuals with disabilities in California. The interviews will provide CDOR will additional information on barriers to VR services and opportunities for CDOR to improve this area.

### **B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND**

The CDOR will use Section 110 funds of the Rehabilitation Act toward supporting innovation activities to expand and improve VR services for CDOR consumers and to support the activities of the SRC.

### **Innovative Activities**

**VR Connections Portal:** The intent of this project is to employ a web-based portal to enhance collaboration, business processes, and service delivery between CDOR staff, consumers, and vendors (including service providers, contractors, and suppliers). The first stage of this project will focus on vendors and will later include consumers. The CDOR envisions these efforts resulting in reduced administrative burden on CDOR Staff, enabling CDOR staff to focus more on serving consumers; leading to greater employment opportunities, independence and equality.

**Automated Phone System and Electronic Forms:** The CDOR has been working closely with one district since late 2018 to develop innovative concepts to improve the consumer's experience at CDOR and create efficiencies for CDOR staff. One innovative concept that came out of a brainstorming session was utilizing an automated phone system in local offices so that interested individuals and consumers can choose to navigate through a phone tree, self-selecting their reason for calling and potentially having their reason for calling quickly addressed through the phone system. The automated phone system has been developed and will launch in two districts in 2020. The CDOR expects the launch will be successful and will expand the automated phone system to other offices after the testing period has ended.

Another innovative concept that resulted from brainstorming is electronic forms. The CDOR is restructuring one or two consumers into an electronic, web-based format so that a consumer can complete the form electronically (through a computer, tablet, or phone) and the information is uploaded into CDOR's case reporting system. The electronic forms are currently under development and will be tested in one district in 2020.

**Summer Training and Employment Program for Students (STEPS):** In 2019, the CDOR carried out the student work experience program STEPS into its second year. The program is larger with funding for local workforce boards and the CDOR has more than doubled the number of students with disabilities who will receive work experience job training that is aligned with the employment needs of business partners as defined by the Local Workforce Development Board in each participating region.

**Accessible State Government Websites:** Beginning July 2019, California requires that all state agencies publicly certify their websites are compliant with accessibility regulations. This is to ensure that individuals with disabilities do not experience barriers when using the internet to search for services, file forms, or access content on state government websites. The CDOR designed a "Website Accessibility Toolkit" to assist other state agencies help determine if their website meets state accessibility requirements and to provide resources to help make your website and website content accessible. The CDOR also regularly offers website document training for state employees.

### **State Rehabilitation Council**

Section 110 funds will be used to support SRC travel and administrative costs. The SRC meets at least eight times a year as a full council or for executive planning. The SRC is a partner with CDOR in major programs, policies, and projects including the State Plan, Comprehensive Statewide Assessment, and Consumer Satisfaction Survey.

In addition to the activities supported by Section 110 funds, CDOR has several additional innovation and expansion activities taking place.

**C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.**

The CDOR's policy is to serve all qualified individuals with a disability without discrimination based on their protected status, including physical or mental disability, age, sex, color, ethnic group, race, national origin, ancestry, religion, medical condition, sexual orientation, or marital status.

The CDOR has implemented strategies to overcome barriers and equitable access to individuals with disabilities accessing CDOR services. One strategy is making it a priority to work on intersectional barriers to employment so that CDOR staff are culturally competent to work with individuals with the disabilities with the most significant barriers. This includes individuals with disabilities that are justice involved, foster youth, and those with behavioral health disabilities. CDOR's commitment to mitigating barriers is evidenced in priority one, goal three relating to systems alignment, coordination and integration.

Another strategy is to have over 80 local offices in geographical diverse areas throughout the state. The CDOR staff are also able and encouraged to travel to meet with consumers and community partners outside of the standard office setting through technology (laptops, work cell phones, mobile hot spots). The CDOR local offices located in metropolitan areas are selected to meet the transportation needs of consumers with various options for public transportation.

The CDOR will determine if additional barriers to employment exist and report the findings and recommendations in the final CSA report set to be released in Fall 2020.

#### P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

##### 1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

###### A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

The CDOR, jointly with the SRC, established eight goals for the 2018-2020 VR Portion of the Unified State Plan Modification. These goals were developed based on information from the Comprehensive Statewide Assessment, requirements related to the federal Standards and Performance Indicators, CDOR's 2013-2018 Strategic Plan, and stakeholder input. The information below provides an evaluation of both the VR and Supported Employment goals (in particular, reference goal eight for Supported Employment).

#### 2018-2020 STATE PLAN GOALS

**Goal 1:** Fully implement pre-employment transition services through a realignment of staff and service delivery methods.

**Objective 1.1:** From July 1, 2018, to June 30, 2019, the CDOR will provide pre-employment transition services statewide to 29,000 potentially eligible and eligible students with disabilities, ages 16 through 21, with an increase of at least 5 percent by June 30, 2020, increasing the number of students receiving pre-employment transition services to 30,450.

**Partially Achieved:** In Program Year 2018, CDOR provided pre-employment transition services to 16,853 eligible and potentially eligible students with disabilities. The CDOR is improving data tracking tools to ensure all services are made available and are accurately recorded for students with disabilities. From July 1, 2019, through September 30, 2019, CDOR has provided pre-employment transition services to 11,695 eligible and potentially eligible students with disabilities. It is unlikely CDOR will completely meet its goal of providing pre-employment

transition services to 30,450 eligible and potentially eligible students with disabilities in Program Year 2019.

Strategies that lead to the partial achievement of this goal include:

- Redirecting 210 VR staff to work directly with eligible and potentially eligible students with disabilities.
- Fully implementing a potentially eligible case type statewide.
- Revising Transition Partnership Program contracts to include the provision of pre-employment transition services to students with disabilities.

**Objective 1.2:** Beginning July 1, 2018, and annually thereafter, the CDOR will provide no less than 2,000 students with disabilities with work-based learning experiences at an average of 100 hours per student for pre-employment transition services.

**Achieved:** In Program Year 2018, CDOR provided work-based learning experiences to 4,390 students with disabilities at an average of approximately 100 hours per student. Between July 1, 2019 and September 30, 2019, in Program Year 2019, CDOR has provided work-based learning experiences to 1,141 students with disabilities and will surpass the goal of 2,000 students with disabilities by the end of the Program Year.

Strategies that lead to the achievement of this goal include:

- Establishing a partnership with the Foundation for California Community Colleges which allowed CDOR to expand work-based learning experience opportunities for students with disabilities.
- Utilizing fee-for-service paid work experience with Community Rehabilitation Programs.
- Establishing and expanding business partnerships on a continual basis to provide opportunities for pre-employment transition services.

**Objective 1.3:** From July 1, 2018, to June 30, 2020, the CDOR will develop at least two mechanisms to provide students with disabilities information about the statewide availability of pre-employment transition services.

**Achieved:** In Program Year 2018, CDOR implemented an extensive communication plan to provide information to the public about the availability of pre-employment transition services. In the end of Program Year 2018, CDOR began conducting monthly Student Services (also known as pre-employment transition services) calls with all 14 districts.

Strategies that lead to the achievement of this goal include:

- Redesigning CDOR's website and introduced a revamped "Services to the Youth" webpage.
- Educating CDOR Team Managers and Service Coordinators about Student Services, so they can train and communicate to their staff about these services.
- Using memos, group discussions, Intranet updates, and Manager Q&A sessions to educate designated VR counselors about CDOR Student Services, so they can effectively communicate the services to students, parents, Local Educational Agencies, America's Job Center of California, regional centers and others.



- Using flyers, brochures, presentations, posters, and follow-up calls to educate school districts about Student Services and connect with staff that support students with an IEP and 504 Accommodations.
- Using flyers and social media to reach out to high school students about Student Services.
- Using various marketing channels to conduct outreach to businesses, parents, guardians, college students, and youths/young adults.
- Monthly Student Services calls with all 14 CDOR districts with over 100 participants per call. Topics included: barriers, challenges, and best practices for Student Services and the Transition Partnership Program, Workability I, non-contracted schools, colleges, and vendors and challenges and solutions to working in rural areas.

**Goal 2:** Increase coordination of services between CDOR and other partners to support students with disabilities.

**Objective 2.1:** Annually, the CDOR will participate with secondary transition organizations and stakeholders to develop an action plan for state capacity building on secondary education and transition services and establish baseline information on capacity building needs in order to develop future objectives.

**Achieved:** During Program Years 2018 and 2019, CDOR participated annually with secondary transition organizations and stakeholders (California Community of Practice on Transition) to develop an action plan to build state capacity. A new action plan was developed by the Community of Practice in May 2019 and the plan targets capacity building strategies that detail increasing collaboration between agencies, youth, families, community partners and employers. The CDOR is in the process of working with the Community of Practice on a new action plan for the next year.

Strategies that lead to the achievement of this goal include:

- Developing an action plan in Program Year 2018 that includes conducting cross-training between regional centers, CDOR, Employment Development Department, America Job Centers and LEAs to build capacity of services provided by each entity and develop collaborative relationships and providing a webinar on diploma options.
- Co-leading regular meetings with the Community of Practice on Secondary Transition.
- Working with the California Transition Alliance to assist in the facilitation of at least one “Bridge to the Future” conference.
- Attending the annual National Technical Assistance Center on Transition Capacity Building Institute.

**Objective 2.2:** From July 1, 2018, to June 30, 2020, CDOR Districts will maintain a liaison to public secondary school districts; district school liaisons will communicate with applicable school district staff at least annually with increased communication based on the needs of the students at each school district. This will help increase communication with schools about CDOR services, a need identified in the Comprehensive Statewide Assessment.

**Achieved:** In Fall 2018, CDOR Student Services letter from CDE and CDOR was mailed out to all Superintendents and District Administrators. The CDE emailed this letter to all Special Education Local Plan Area (SELPA) Directors in September 2018 to formally encourage

collaboration with CDOR in providing Student Services. In 2019, the CDOR, in collaboration with CDE, reached out to the LEAs and CDOR districts to share resources to support the development of strong local partnerships between the two.

Strategies that lead to the achievement of this goal include:

- Developing three new resources – a collaboration worksheet, CDOR school contact list, and a CDOR Student Services flyer. The collaboration worksheet was jointly developed by CDOR and CDE.
- Signing an Interagency Agreement with CDE regarding the provision of DOR Student Services. This agreement serves as a mechanism for CDOR, CDE and LEAs to clearly specify the plans, policies, and procedures for coordinating services to facilitate the transition of students with disabilities.
- Updating CDOR's School Liaison list no less than annually and post on the CDOR's website.

**Goal 3:** Expand and improve California's infrastructure and capacity for making available pre-employment transition services to students with disabilities in need of such services by utilizing pre-employment transition services Authorized Activities.

**Objective 3.1:** From July 1, 2018, to June 30, 2020, the CDOR will collaborate with the California Department of Education, local educational agencies, and/or other stakeholders to develop and conduct at least two pre-employment transition services Authorized Activities to address the need identified in the Comprehensive Statewide Assessment.

**Achieved:** The CDOR utilized Authorized Activities funding to send 254 CDOR staff to training that lead to connections with education partners, other state agencies, and parents throughout California. The CDOR also utilized Authorized Activities funds during Program Year 2018 to contract with Cornell University's K. Lisa Yang and Hock E. Tan Institute on Employment and Disability to provide CDOR Student Work Incentives Planning Services training. During Program Year 2019, CDOR is not authorized to spend any additional Authorized Activities funds and will not be continuing or completing Authorized Activities until funds are approved.

Strategies that lead to the partial achievement of the goal include:

- Communicating opportunities with CDE, LEAs, and, or, other stakeholders to conduct one or more of the nine pre-employment transition services Authorized Activities.
- Co-sponsoring, presenting and attending the Bridges to the Future Institute Training in November 2018. It enhanced the coordination between CDOR and education agencies, families and youth service providers.
- Providing Student Work Incentives Planning Services training and, as a result, 41 Student Services Coordinators and Work Incentives Planners completed the case file review for full credentialing to provide CDOR Student Work Incentives Planning Services.

**Goal 4:** Collaborate with partners to provide information and referral to out-of-school youth with disabilities who are identified as unserved or underserved in the Comprehensive Statewide Assessment.

**Objective 4.1:** From July 1, 2018, to June 30, 2020, the CDOR will establish at least one statewide linkage with another California state agency to support information and referral to out-of-school youth with disabilities who are identified as unserved or underserved.

**Achieved:** The CDOR participated in the California Health and Human Services Agency-coordinated “Trauma Informed Systems of Care” leadership workgroup with the California Departments of Health Care Services, Social Services, DDS and CDE as well as county and local partners. The purpose of the workgroup was to better serve foster youth, including out-of-school youth, who are receiving services from multiple programs. The workgroup drafted a Systems of Care MOU and Resources Library. The MOU is a framework for triaging foster youth and need interdivisional approach; handled by statewide leadership. The Resource Library is a cache for resources including federal and state law and regulations, sample templates and brochures, and county letters detailing services available and responsibilities.

Strategies that lead to the achievement of the goal include:

- Participating in California’s Improving Educational Outcomes of Children in Care (IEOCC) workgroup. The IEOCC workgroup is facilitated by FosterEd and is comprised of leaders representing multiple state public agencies that support the educational success of children and youth in foster care, including the California Department of Education, California Department of Social Services, Administrative Offices of the Courts, and the Child Welfare’s Directors Association.
- Developing at least one innovative strategy to support information and referral for out-of-school youth with consideration to cultural barriers that may prevent youth from seeking services.

**Goal 5:** Increase partnerships with local businesses to develop or expand work experience, internship, and employment opportunities for adults and youth with disabilities.

**Objective 5.1:** From July 1, 2018, to June 30, 2020, the CDOR will develop relationships and provide direct services to at least 100 new business partners. The CDOR developed relationships and provided direct services to 100 new business partners from 2016 through 2017. This effort will support CDOR’s efforts to increase median wages for consumers, as identified in the Comprehensive Statewide Assessment.

**Achieved:** In Program Year 2018, the CDOR formed relationships with 192 new business partners. In the first quarter in Program Year 2019 the CDOR has formed relationships with 34 new business partners and expects to increase this number by the end of the program year.

Strategies that lead to the achievement of the goal include:

- Partnering with the Foundation of California Community Colleges to offer businesses the opportunity to have paid and insured student workers on site for 100 hours at no charge to the business. In its first year, 600 business participated in the program and has since been expanded to include more businesses.
- Changing the staffing infrastructure change to, in part, assist with the needs of businesses by hiring a Regional Director in each of the fourteen CDOR districts. CDOR has involved these new Regional Directors in meetings with Amazon in order strategize, then implement solutions in Amazon’s hiring needs, and to get job seekers with disabilities engaged with and working at Amazon.

- Coordinating with the local Workforce Development Boards when conducting outreach to local business partners.
- Identifying other stakeholders, such as local business associations, to partner with for outreach efforts.
- Identifying and approaching businesses that have public contracts with requirements for the hiring of individuals with disabilities.
- Supporting the recruitment of job seekers with disabilities through direct referral from CDOR offices and through the Talent Acquisition Portal online job matching system.
- Serving as a resource to the local Workforce Development Boards, America's Job Center of California, and core partners to support the hiring, retention and promotion of adults and youth with disabilities.

**Objective 5.2:** From July 1, 2018, to June 30, 2020, the CDOR will promote participation for consumers in career pathways (which are multi-entity, partnership efforts) to meet business sector and consumer employment needs identified in the Comprehensive Statewide Assessment.

**Achieved:** The CDOR held multiple Lights! Camera! Action! (LCA) events in the state in which job seekers with a career goal of employment in digital media/entertainment gain a deeper understanding of how to disclose disability, request accommodation, find work through networking to jobs in media. The recorded webinars become part of the online curriculum available to all LCA graduates statewide. The CDOR also initiated an apprenticeship partnership with Cisco and significantly expanded its Student Work Experience partnership to increase opportunities for students to work for businesses statewide.

Strategies that lead to the achievement of the goal include:

- Contributing to the 2018 Youth Leadership Forum (YLF) event through management participation on the YLF Governance Committee. YLF is an annual, five-day vocational awareness program for approximately 60 high school students with disabilities in California. The forum integrates state agencies, community advocates, and students who serve and represent the diversity in the developmentally disabled community in our state.
- Working with Regional Business Specialist to review, disseminate and connect information from the Regional Planning Units.
- Continuing to engage and expand business engagement with federal and state partners.
- Renewing its partnership with disABLEDPerson, Inc. – a non-profit to promote the Microsoft Imagine Academy, providing IT skills training to DOR job seekers.

**Objective 5.3:** From July 1, 2018, to June 30, 2020, the CDOR will develop at least two new statewide partnerships with regional/national businesses on recruitment and retention for qualified individuals with disabilities.

**Achieved:** The CDOR developed a new statewide partnership with Uniqlo, an International clothing retailer, and afforded CDOR consumers the opportunity to bypass the traditional interview process for a practical interview where consumers were observed working with customers, how they learn to display merchandise, and interacting with team members. The CDOR also develop a statewide partnership with Thermo Fisher Scientific, a global corporation

to develop a Neurodiversity Hiring project recruiting applicants who are on the autism spectrum for Information Technology and analyst roles.

Strategies that lead to the achievement of the goal include:

- Maintain the CDOR Hot Jobs webpage for business partners and job seekers to use as a job search tool.
- Monthly calls with Regional Business Specialist to review and support local partnerships.
- Calls with National Employment Team with national business partners.
- Utilization of Talent Acquisition Portal (TAP) for businesses and job seekers.

**Goal 6:** Both internally and with CDOR's partners, develop systems capacity, knowledge, skills, and abilities in order to effectively meet the needs of businesses.

**Objective 6.1:** From July 1, 2018, to June 30, 2020, at least 300 CDOR district staff will participate in training to increase knowledge, skills, and abilities to effectively meet the needs of businesses and CDOR consumers identified in the Comprehensive Statewide Assessment.

**Achieved:** Since July 1, 2018, over 300 CDOR district staff have participated in training to increase knowledge, skills, and abilities to effectively meet the needs of businesses and consumers.

Strategies that lead to the achievement of the goal include:

- Launching webinars that offer training on how to find employment with the State of California or federal government.
- Hosting monthly conference calls to provide training and resources to CDOR field staff. These meetings coach VR Teams on how to build connections with businesses and how to promote the talent pool of job seekers who are also CDOR consumers.
- Developing at least one training, specific to CDOR staff, on career pathways and the utilization of labor market information.
- Conducting monthly regional business sector calls.
- Appointing and training 14 CDOR Regional Business Specialists to manage sector strategies in their assigned area.

**Goal 7:** Establish or enhance partnerships to increase the capacity of CDOR and the WIOA core program partners to improve service delivery for adults and youth with disabilities.

**Objective 7.1:** From July 1, 2018, to June 30, 2020, CDOR in collaboration with the California Workforce Association and the State Workforce Board, will provide at least 30 disability access, disability accommodations, or disability awareness trainings within local regional planning units and make these available to all 45 local workforce development boards, America's Job Center of California operators and local WIOA partners.

**Achieved:** Since July 1, 2018, the CDOR has provided over 50 classes to more than 1,000 individuals on topics including disability access, disability accommodations, and disability awareness.

Strategies that lead to the achievement of the goal include:

- Providing training to local America's Job Center of California staff on topics such as: CDOR services; eligibility; job placement; case management; benefits counseling; job readiness and soft skills; disability awareness and etiquette; hiring persons with disabilities; disability disclosures; competitive integrated employment; customized employment; assistive technology; and, reasonable accommodation.
- Providing referral resource information to the WIOA core programs serving individuals with disabilities, such as accommodations for individuals who are blind and visually impaired or deaf and hard of hearing.
- Identifying the single point of contact for all local WIOA core program partners.

**Goal 8:** Increase competitive integrated employment opportunities, outcomes, and supports for adults and youth with disabilities, particularly those with the most significant disabilities, including those receiving Supported Employment services, and those underserved.

**Objective 8.1:** From July 1, 2018, to June 30, 2020, the CDOR will implement no less than 50 new Local Partnership Agreements between local educational agencies, CDOR districts, and regional centers to identify the ways in which the partners will work together to assist individuals with the most significant disabilities to achieve competitive integrated employment.

**Partially achieved:** Since July 1, 2018, the CDOR has implemented 38 new Local Partnership Agreements between local educational agencies, CDOR districts, and regional centers. The CDOR anticipates implementing at least 50 Local Partnership Agreements by June 30, 2020.

Strategies that lead to the partial achievement of the goal include:

- Collaborating with the California Department of Education, and the California Department of Developmental Services will provide technical assistance and guidance on the development of Local Partnership Agreements to local core partners.
- Collaborating with the California Department of Education, and the California Department of Developmental Services will post resources to assist in the development of Local Partnership Agreements on the California Health and Human Services Competitive Integrated Employment webpage.
- Developing and distributing joint written guidance with the California Department of Education and the California Department of Developmental Services to local educational agencies, CDOR district staff, and regional centers that provides strategies for collaboration and coordinated service delivery in the local communities.
- Coordinating and collaborating with the California Department of Education and the California Department of Developmental Services, as outlined in the Blueprint, to prepare and support all individuals with intellectual and developmental disabilities that choose competitive integrated employment.
- Holding stakeholder meetings and forums to communicate information on achieving competitive integrated employment for individuals with intellectual and developmental disabilities.

**Objective 8.2:** From July 1, 2018, to June 30, 2020, the Achieving Community Employment services team will provide at least 17,000 individuals earning subminimum wage with career counseling and information and referral services in partnership with over 130 14(c) Certificate

Holders / Employers (based on Department of Labor Lists of all registered 14c certificate holders and number of workers paid subminimum wage issued in October 2017).

**Partially achieved:** Since July 1, 2018, 14,101 unduplicated individuals have received one or more career counseling and information and referral (CCIR) service. It is likely the CDOR will provide CCIR services to another 3,000 individuals working in subminimum wage employment and exceed the goal of providing the service to at least 17,000 individuals before the end of the program year.

Strategies that lead to the partial achievement of the goal include:

- Including individualized person-centered services in CCIR services for individuals expressing a desire to explore and achieve competitive integrated employment.
- Increasing outreach efforts with caregivers, partners, and employers to promote the benefits of transitioning individuals from subminimum wage jobs to competitive integrated employment.
- Helping individuals receiving career counseling and information and referral to enroll in VR services in collaboration with local CDOR staff; and will track, monitor, and support the individuals as they navigate through the VR services towards successful achievement of competitive integrated employment.
- Continually seeking input from individuals and stakeholders to further enrich career counseling and information and referral resources, guidance, and materials for optimal service delivery in support of Section 511 of the WIOA and the Competitive Integrated Employment: Blueprint for Change goals.

The CDOR achieved or partially achieved all eight of its goals during Program Year 2018 and 2019 and is implementing five new goals in the 2020-2023 Program Years.

## **B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES**

### **Factors Limiting the Achievement of VR Goals**

The CDOR achieved or partially achieved all eight of its goals established in the 2018 Modification to the VR Services Portion of the 2016-2020 State Plan. There were several factors that limited the achievement of the goals that were partially achieved.

#### **Goal 1, Objective 1.1**

- The CDOR was unable to determine if it met its goal of providing pre-employment transition services to 29,000 students with disabilities in Program Year 2018-2019. To mitigate this issue going forward, CDOR is working on improving its data tracking to ensure all services are made available and are accurately reported for students with disabilities.

#### **Goal 3, Objective 3.1**

- Beginning July 1, 2018, the CDOR began developing and conducting services under Authorized Activities to enhance the coordination between CDOR and education agencies, families and student service providers. During Program Year 2019-2020,

CDOR is not authorized to spend any additional Authorized Activities funds and will not be continuing or completing Authorized Activities until funds are approved.

#### **Goal 8, Objective 8.1**

- As of September 2019, the CDOR has established 38 new Local Partnership Agreements. It is likely that by the end of June 2020, the CDOR will establish 12 or more new Local Partnership Agreements and achieve this goal.

#### **Goal 8, Objective 8.2**

- As of September 2019, the CDOR has provided career counseling and information and referral services to 14,101 individuals with disabilities working in subminimum wage employment. It is likely that CDOR will provide the services to 3,000 more individuals with disabilities working in subminimum wage employment by the end of June 2020. However, the number of 14(c) Certificate Holders / Employers has decreased from 130 in July 2018 to 90 in September 2019, meaning there are fewer individuals with disabilities working at subminimum wage that will receive the career counseling and information and referral services. Some of the former 14(c) Certificate Holders / Employers are now paying their employees at least minimum wage.

### **PERFORMANCE ON THE STANDARDS AND INDICATORS**

#### **Strategies Contributing to the Successful Passing of Performance Indicators**

This information is not yet available – the baseline indicators are currently still being established for the new performance accountability indicators. However, the CDOR is engaged in local partnerships with community partners to help provide VR services to consumers. These partners included third-party cooperative programs, CRPs, and Individual Service Providers who will contribute to or support consumers' employment outcomes.

#### **Factors Limiting the Successful Passing of Performance Indicators**

This information is not yet available – the baseline indicators for the performance accountability indicators are currently being established.

#### **2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:**

##### **A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS**

The Supported Employment goals are included within the VR goals – refer to the response for description (p)(1)(A).

##### **B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES**

The Supported Employment goals are included within the VR goals – refer to the response for description (p)(1)(B).

#### **3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA**

The CDOR's expected measurable skill gains rates for Program Year (PY) 2020 (July 1, 2020 through September 30, 2021) is 23.7% and for PY 2021 is 24.9%. The 23.7% was established as



a baseline using information from PY 2018 RSA Case Service Report (RSA-911) and WIOA Annual Statewide and Local Performance Report (ETA-9169). The 24.9% was calculated based on the total 15% increase from baseline over the next three years aligning with one of the objectives under priority one, goal three.

The CDOR will designate the following indicators as baseline for PY 2020 and 2021 and submit expected rates in the 2022 State Plan Modification:

- Employment – second quarter after exit
- Employment – fourth quarter after exit
- Median earnings – second quarter after exit
- Credential attainment rate

#### 4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

During PY 2018 and 2019, innovation and expansion funds were used to design an innovative eligibility system that would allow an individual to be determined eligible for CDOR services on the day of their application. The CDOR successfully developed and piloted a working, scalable business process model of same-day eligibility, “Expedited Enrollment”, and developed a proof of concept for an outward-facing website that will, in the future, enable individuals to enroll in CDOR services electronically and reduce the data entry burden on CDOR staff by directly inputting the data provided by the applicant through the website into the AWARE referral module. Following innovation pilots throughout the state, the CDOR fully implemented statewide utilization of an expedited enrollment process for determining eligibility for vocational rehabilitation services. Launch events in every district supported opportunities for discussion and iteration. The statewide implementation was completed in November 2018. The CDOR is currently updating its policies and procedures to further support expedited enrollment statewide.

Innovation and Expansion funds were used toward the State Internship Program. The State Internship Project provides an alternate way for people with intellectual and developmental disabilities to become eligible for state service. Interns are given the opportunity to develop the skills and abilities to meet the minimum qualifications of the job classification in which they intern. People who successfully complete this on-the-job-internship, gain eligibility for hire. As a result of the project, eight CDOR consumers have participated in internships

Innovation and expansion funds were also used to support the activities of the SRC including their travel costs. The SRC meets at least quarterly in person and teleconferences between full council meetings. In addition to direct participation in the development of the State Plan, the SRC partners with CDOR in major programs, policies, and projects including the Comprehensive Statewide Assessment and the Consumer Satisfaction Survey.

#### Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

##### 1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

The CDOR Supported Employment Program provides Supported Employment services for individuals with the most significant disabilities, including youth with the most significant disabilities, to enable them to work toward and achieve an employment outcome of supported

employment in competitive integrated employment. These services support opportunities for competitive integrated employment (including customized employment, as available) that is individualized, and customized, consistent with the unique strengths, abilities, interests, and informed choice of the individual, including with ongoing support services for individuals with the most significant disabilities.

The CDOR conducts the following activities with funds allotted for its Supported Employment Program:

- Provides supported employment services.
- Coordinates CDOR planned services, and accommodations and supports, with other program plans, such as the Individualized Education Program (transition services) and Individual Program Plan (developmental services).
- Leverages other public and private funds to increase resources for extended services and expand supported employment opportunities.

The CDOR reserves and expends 50 percent of its allotment for the provision of supported employment services, including extended services, to youth with the most significant disabilities (34 CFR 363.22).

The following information outlines how CDOR monitors the quality of the services consumers receive, scope of services provided, extent of supported employment services, and timing of transition to extended services. Additional information on extended services for supported employment is identified in the response for Description (f) – Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

### **Quality of Supported Employment Services**

The CDOR provides ongoing services from the point of job placement until transition to extended services. Such services are mostly provided to consumers by Community Rehabilitation Programs (CRPs) and partner agencies. In areas where CRPs are not available, or an individual has needs beyond those that can be met by a CRP, CDOR may authorize approved individual service providers to provide job coaching services.

CRPs providing supported employment services follow guidelines provided by CDOR's Community Resources Development Section and the California Welfare & Institutions Code. CDOR guidelines include submitting timely reports to VR Counselors as well as providing efficient services to consumers. Community Resources Development Specialists who are regional DOR staff additionally assist local CDOR districts and CRPs with technical assistance and identify training needs to support system alignment. Community Resources Development Specialists additionally review Commission on Accreditation of Rehabilitation Facilities accreditation of CRPs and conduct ongoing assessment and evaluation of consumer services.

Locally, each district has nominated two district Supported Employment liaisons to assist in sharing information and training district staff.

### **Scope of Supported Employment Services**

The VR process for assessment for determining eligibility and priority category, and development of an Individualized Plan for Employment, including supported employment, is the same used for all consumers when establishing eligibility and an eligible individual's Priority Category, when CDOR is under an Order of Selection. The difference applies once the consumer and VR Counselor have identified supported employment services are required to reach a

competitive integrated employment outcome. VR services for a consumer begins with a comprehensive assessment to identify strengths for employment, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

CDOR provides the full scope of supported employment services to individuals who:

- Are determined eligible with the most significant disabilities;
- Have not achieved competitive integrated employment, or it has been interrupted or intermittent;
- Require intensive supported employment services and extended services to maintain employment; and
- Have a reasonable expectation that a source of extended services will be available at the time of transition to extended services.

Plan Development activities typically include but are not limited to the following:

- A general meeting to review the supported employment job placement parameters used in developing a plan for competitive integrated employment.
- A review of school transition services including CDOR pre-employment transition services, or other pre-vocational foundational skill development or adult work experience provided by developmental services or other agencies prior to an individual beginning CDOR supported employment services.
- An evaluation of labor market and identification of suitable employment sites; employer contacts; job seeking skills training; work site assessment; task analysis; evaluation and recommendation for a job coaching plan.
- If necessary, situational assessments to assess the consumer's interests and abilities and allow the individual to consider different jobs, environments, settings, and tasks to maximize his or her potential. Situational assessments are also used to determine the techniques best suited to assist the consumer to learn the work skills and behaviors necessary for employment.

Supported employment services begin at the point of placement and may include but are not limited to the following:

- Job coaching support services in an individual's placement if supports are needed to maintain the consumer's employment, including training, destination training, advocacy, and job loss intervention.
- As needed, coordinated benefits planning discussions with the consumer, CDOR Work Incentive Planners, and other third parties to identify appropriate work incentive programs as well as potential sources for ongoing support.
- Discrete post-employment services, if needed to support and maintain employment and are not available through extended services.
- As appropriate, career counseling and information and referral on opportunities for competitive integrated employment.

### **Extent of Supported Employment Services**

Supported employment services are ongoing support services needed to support and maintain an individual with a most significant disability, including youth. Supported employment services are:

- Organized and made available, singly or in combination, in such a way as to assist an eligible individual to achieve competitive integrated employment;
- Based on a determination of the needs of an eligible individual, as specified in an Individualized Plan for Employment;
- Provided by CDOR for a period of time not to exceed 24 months, unless under special circumstances the eligible individual and the VR Counselor jointly agree to extend the time to achieve the employment outcome identified in the Individualized Plan for Employment; and
- Following transition, as post-employment services that are unavailable from an extended services provider and that are necessary to maintain or regain the job placement or advance in employment.

### **Use of the Required 50% Reserve of Supported Employment Funds to Provide Extended Services to Youth with the Most Significant Disabilities**

The Lanterman Developmental Disabilities Services Act (Welfare. & Institutions. Code, § 4500 et seq.) funding is a primary source of extended services for individuals with developmental and intellectual disabilities in California. Per Title 29, USC section 795h, CDOR will use the 50 percent reserve of supported employment funds for supported employment services for youth with the most significant disabilities. When these funds are exhausted, CDOR will utilize Title I funds as necessary to meet the needs of consumers eligible for Supported Employment services.

## **2. THE TIMING OF TRANSITION TO EXTENDED SERVICES**

### **Timing of Transition to Extended Services**

Once a consumer has maintained stability on the job for at least 60 days, the funding for and provision of job coaching transitions to an extended services provider. The VR Counselor continues to track the consumer's progress and job stability during the transition period. If the consumer maintains job stabilization for 90 days after transition to extended services, the case is Closed-Rehabilitated.

Transition to extended service providers is essential to maintain consistency and support for consumers receiving supported employment services. The CDOR works to identify funding sources for extended services, collaborates with extended service providers, and identifies sources of extended services, including natural supports which are vital for the long-term success of the consumer. Sources of extended services for a consumer eligible for supported employment services include: public resources such as the California Department of Developmental Services and Ticket to Work Programs; private resources such as trust funds, private non-profits, religious or community organizations, and family; and natural supports to ensure the consumer receiving supported employment services has greater success in the work environment.

### **Youth with the Most Significant Disabilities**

In California, activities are conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities. Under the Lanterman Developmental Disabilities Services Act (Welfare. & Institutions Code, § 4500 et seq.). California established a commitment to

provide services and supports to individuals with developmental disabilities throughout their lifetime. Services and supports are provided through a combination of federal, state, county, and local government services, private businesses, support groups, and volunteers. The CDOR works closely with the California Department of Developmental Services to leverage Medicaid funds for habilitation services for persons with intellectual and developmental disabilities, including the provision of “extended services” to help an individual with a most significant disability maintain employment after the CDOR case is closed.

Toward this end, CDOR will continue to refer youth with the most significant disabilities to extended services currently funded by the California Department of Developmental Services regional centers upon CDOR closure or when placed on a wait list. The CDOR will continue to review the impacts of providing extended services to youth with the most significant disabilities who do not qualify or are unable to receive extended services funded by the California Department of Developmental Services or another funding source.

The CDOR may provide extended services to youth with the most significant disabilities when other extended services are unavailable, as appropriate, for a period not to exceed four years, or at such time that a youth reaches age 25 and no longer meets the definition of a youth with a disability under 34 C.F.R. 361.5(c)(58).

#### VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

#### **California Department of Rehabilitation**

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

ENTER THE NAME OF DESIGNATED STATE AGENCY

#### **California Department of Rehabilitation**

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[19], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY

FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

**Joe Xavier**

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

**Director**

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

#### FOOTNOTES

#### CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	Joe Xavier
Title of Signatory	Director
Date Signed	3-19-2020

#### ASSURANCES

The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	

The State Plan must include	Include
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) "is an independent State commission" (Yes/No)	No
3.b.(B) "has established a State Rehabilitation Council" (Yes/No)	Yes
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	Yes
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	

The State Plan must include	Include
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	No
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act	



The State Plan must include	Include
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	

The State Plan must include	Include
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

#### VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	23.7%	27.0%	24.9%	28.0%
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup>

*"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.*

#### VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

##### PERFORMANCE INDICATOR APPENDIX

##### ALL WIOA CORE PROGRAMS

All WIOA Core Programs

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>	Not Applicable <sup>1</sup>

<sup>1</sup> *“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.*

## OTHER APPENDICES